GOVERNMENT OF THE DISTRICT OF COLUMBIA
Office of the State School Superintendent of Education

Responses to Fiscal Year 2019 Performance Oversight Questions

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State Superintendent of Education

Submission to

Committee on Education
The Honorable David Grosso, Chairperson
Council of the District of Columbia
&
Committee of the Whole
The Honorable Phil Mendelson, Chairman
Council of the District of Columbia

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Committee on Education
John A. Wilson Building
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Data Management, Research, and Assessment

Q1: Please list for each public school the number and percentage of students by Ward in which they reside for SY14-15, SY15-16, SY16-17, SY17-18, SY18-19, and SY19-20.

[NOTE: Please provide this information in Excel format.]

RESPONSE: Q1 Attachment – Student Enrollment by Ward SY13-14 to SY19-20.xlsx

Q2: How many students are homeschooled in D.C. in SY14-15, SY15-16, SY16-17, SY17-18, SY18-19, and SY19-20 to date?

RESPONSE:

Fiscal Year	Count of Reported Homeschooled Students in DC
FY13	293
FY14	325
FY15	390
FY16	425
FY17	409
FY18	469
FY19	510

Q3: How many students are enrolled in private and parochial schools in D.C. in SY16-17, SY17-18, SY18-19, and SY 19-20?

RESPONSE: Q3 Attachment – Private School Enrollment.xlsx

Q4: For SY15-16, SY16-17, SY17-18, SY18-19, and SY19-20 to date, please provide the number of students who are English Language Learners, by LEA, age, grade level, special education status, and ELL classification.

RESPONSE: Q4 Attachment – ELL Students.xlsx

Q5: Please quantify for each LEA the number of homeless youth, foster care youth, TANF eligible, SNAP eligible, and high school students one year older or more than the expected age for grade in which the student is enrolled for SY15-16, SY16-17, SY17-18, SY18-19?

RESPONSE: Q5 Attachment – At-Risk Students.xlsx

Q6: Provide the following information regarding D.C. foster children who are enrolled either in D.C. or out-of-District (e.g., Maryland) public schools:

(a) The information that CFSA and OSSE currently share or plan to share regarding the education of students in foster care;

(b) The number of foster children that are currently enrolled in out-of-District public schools and receive general education services only;

(c) The number of foster children that are currently enrolled in out-of-District public schools and receive special education services;

(d) The data OSSE tracks or plans to track regarding foster children enrolled in out-of-District public schools;

(e) The amount that OSSE pays to enroll an individual student in an out-of-District public school. Please break out the answer by school district attended, grade, special education status, and any other relevant factor; and,

(f) The amount that OSSE spent in FY18 and in FY19 on special education transportation for children in foster care.

(g) Information about efforts to coordinate with Maryland school districts that enroll DC children in foster care, such as agreements or details about meetings, regarding OSSE's action steps to ensure that children with disabilities in placed in Maryland are receiving FAPE and to ensure that records and credit information will be able to easily follow students if they transfer back to DC schools.

(h) Any and all information OSSE has about success or lack of success with the implementation of agreements and cooperation and source of funding of needed school stability transportation for children in foster care under the new provisions in ESSA, described by LEA.

RESPONSE: Q6 Attachment – Foster Children.xlsx

(a) The information that CFSA and OSSE currently share or plan to share regarding the education of students in foster care.

CFSA and OSSE collaborate in various ways to ensure students in foster care receive their education. The following are the various collaborative activities led by the agencies:

- CFSA, DCPS, OSSE Memorandum of Agreement (MOA). OSSE, the District of Columbia Public Schools (DCPS), and CFSA entered into an MOA to address specialized education services for children and youth placed in out of state placements by CFSA. The MOA clarifies each participating agency's responsibility for District of Columbia wards receiving specialized educational services while placed and attending schools in other jurisdictions. It is the intent of this agreement to ensure that school-aged children receiving specialized educational services receive free appropriate public education (FAPE) and are monitored accordingly under federal and local laws and regulations.
- ESSA Foster Care Provision. With the reauthorization of the Elementary and Secondary Education Act ("ESEA"), as amended by the Every Student Succeeds Act ("ESSA") on Dec. 10, 2015, OSSE partnered with CFSA to

create practical, comprehensive guidance to facilitate an LEA's ability to meet new requirements. This non-regulatory guidance was initially sent to all LEA Leaders on 11/28/2016 and it is available here: OSSE CFSA Foster Care - Educational Continuity Non-regulatory Guidance. It has been posted on OSSE's website and shared with foster care points of contact. OSSE will also published a list of LEA Foster Care Points of Contact to its website.

(b) The number of foster children that are currently enrolled in out-of-District public schools and receive general education services only;

See Q6 Attachment – Foster Children.xlsx

(c) The number of foster children that are currently enrolled in out-of-District public schools and receive special education services;

See Q6 Attachment – Foster Children.xlsx

(d) The data OSSE tracks or plans to track regarding foster children enrolled in out-of-District public schools;

OSSE currently collects the following metrics: CFSA ID, date of birth, USI, grade level, gender, race/ethnicity, social worker information (name, agency, supervisor, and program manager name), student care start date, student care end date, end of care reason, and the state of the foster parent.

(e) The amount that OSSE pays to enroll an individual student in an out-of-District public school. Please break out the answer by school district attended, grade, special education status, and any other relevant factor; and,

See Q6 Attachment – Foster Children.xlsx

(f) The amount that OSSE spent in FY19 and FY20 to date on special education transportation for children in foster care.

Date	Amount Spent to Transport Students in Foster Care
FY19	$5,870,457.00
FY20 to date	$2,252,196.00

(g) Information about efforts to coordinate with Maryland school districts that enroll DC children in foster care, such as agreements or details about meetings, regarding OSSE's action steps to ensure that children with disabilities placed in Maryland are receiving FAPE and to ensure that records and credit information will be able to easily follow students if they transfer back to DC schools.

CFSA and OSSE have collaborated in various ways to ensure students in foster care receive their education. The following are the various collaborative activities led by the agencies:

- CFSA, DCPS, OSSE Memorandum of Agreement (MOA): OSSE, DCPS and CFSA entered into an MOA to address specialized education services for children and youth placed in out of state placements by CFSA. The MOA clarifies each participating agency's responsibility for District of Columbia wards receiving specialized educational services while placed and attending schools in other jurisdictions. It is the intent of this agreement to ensure that school-aged children receiving specialized educational services receive free appropriate public education (FAPE) and are monitored accordingly under federal and local laws and regulations.
- Prince George's County, OSSE, CFSA MOA: In May 2015, an MOA was entered by OSSE, CFSA, and Prince George's County Board of Education to coordinate services and to implement a process for sharing information about the educational achievement and needs of CFSA's foster children/PGCPS' students. This MOA clarifies responsibilities for sharing student records including, but not limited to, grades and attendance.

(h) **Any and all information OSSE has about success or lack of success with the implementation of agreements and cooperation and source of funding of needed school stability transportation for children in foster care under the new provisions in ESSA, described by LEA.**

Since the implementation of the new provision, there have been no disputes brought to OSSE's attention regarding the transportation of youth to their school of origin. CFSA also continues to offer assistance for school stability and ensures that students are being transported when needed. To our knowledge, once a best interest decision is made by the student's child and family team (which includes school staff), the student attends the school and is being transported, if needed. OSSE collaborated with CFSA to create a manageable approach to funding and coordinating transportation, whereby CFSA will fund the majority of transportation costs. LEAs are able to use some federal funding and are encouraged to use their UPSFF local at-risk funding to further support their portion of costs.

Q7: Provide student mobility rates at the state, LEA, and school levels for all students:

A. Entries by month
B. Exits by month

RESPONSE: Q7 Attachment – Mid-year Student Mobility SY18-19.xlsx

The mobility metric on the DC School Report Card captures each individual entry and exit for all students enrolled at any point during the 2018-19 school year and uses the count of students enrolled on the Enrollment Audit Count Day as the starting reference point to understand student movement throughout the year.

Q8: The following questions are regarding nonresidency:
(a) How many nonresidency tips did OSSE receive in FY19 and FY20?
(b) How many nonresidency tips did OSSE investigate in FY19 and FY20 by sector?
(c) How many cases were substantiated in FY18 by sector and what were the actions to remediate the situation?
(d) Describe OSSE's efforts to strengthen its nonresidency program in FY19 and FY20?
(e) How is OSSE ensuring each family receives adequate due process and notice?

RESPONSE:

(a) How many residency fraud tips did OSSE receive in FY19 and FY20?

Investigations of non-residency allegations can be initiated by any person submitting a tip through the OSSE tip hotline, both online and via telephone, through partner agencies investigating individuals for other fraud matters (e.g., Medicaid fraud), by sharing complaints received from the public relating to student residency, and by other mediums such as the mail, email, or in-person communications with OSSE's Office of Enrollment & Residency. The overall number of tips received by OSSE is often much greater than the number of cases investigated by OSSE. This is primarily due to duplicate tips (e.g. a tip for the same family submitted multiple times) or tips submitted without sufficient information for OSSE to investigate. Please note that OSSE tracks cases on a school year (SY) rather than fiscal year (FY) basis and the table below reflects that practice.

School Year	Tips Received
SY18-19 7/1/2018 – 6/30/2019	357
SY19-20 to date 7/1/2019 – 12/30/2019	120

(b) How many residency fraud cases did OSSE investigate in FY19 and FY20 by sector?

Upon receiving a tip, OSSE merges duplicate tips or sibling tips and then reviews for sufficiency of information provided. For example, some tips come in without sufficient information to begin an investigation (e.g., providing a first name but no last name). If a tip has sufficient information to move forward, the tip will become a case and be assigned a case number.

In addition, investigation referrals can also come from the Enrollment Audit. Instances where a student's residency was not verified through the full audit process is examined by investigators within OSSE's Office of Enrollment and Residency. OSSE will seek to verify the student's residency through its established interagency data feeds. If OSSE was not able to verify the student's residency status, the Audit referral will become a case and assigned a case number.

The table below provides the number of cases OSSE is currently investigating or has investigated to date. A single case involving related students can be counted as both a DC Public Schools case and a Public Charter Schools case if the students are attending schools in both sectors. This crossover is why a total case count is not always the sum of cases in both sectors.

School Year	DC Public Schools Cases	Public Charter Schools Cases
SY18-19 7/1/2018 – 6/30/2019	219	140
SY19-20 to date 7/1/2019 – 12/30/2019	72	51

(c) How many residency fraud cases were substantiated in FY19 by sector and what were the actions to remediate the situation?

OSSE's non-residency investigations typically begin with a submitted tip or finding from the annual enrollment audit. Referrals from the annual enrollment audit and tips with sufficient information to identify the student are turned into cases and assigned an investigator. These cases are considered 'open' until a determination of resident has been made, or, in the case of a potential non-resident, substantiated after all notifications and administrative proceedings have concluded. For cases where a student is initially determined to be a non-resident, OSSE will issue a Finding of Non-residency to the family. The family can either contest or accept the finding. If the family accepts, the finding becomes final and substantiated and the parties enter into an agreement for tuition. OSSE will notify the LEA that the student is a non-resident and ineligible to remain enrolled if the original enrollment was not in compliance. Continued enrollment at the LEA may require re-application, payment of owed tuition, and completion of a valid tuition agreement.

If the family contests the Finding of Non-residency, OSSE will file the request for an appeal at the Office of Administrative Hearings (OAH) and proceed with a mediation and continue with a hearing if the mediation is unsuccessful. The outcome at OAH will either be a concession from the family substantiating the finding of non-residency, a reversal of OSSE's initial finding of non-residency and a closing of the case, or a substantiation of its finding of non-residency through an OAH judgement.

All findings of non-residency are referred to the appropriate authorities, which may be the Office of the Attorney General, the Inspector General, and where a DC government employee is involved, the Board of Ethics and Government Accountability (BEGA). The prosecution of fraud, the pursuit of a False Claims Act case, or other civil remedies lies with the Office of the Attorney General or the United States Attorney.

			SY18-19			SY19-20 to date		
			DCPS	**PCS**	**Total[7]**	**DCPS**	**PCS**	**Total[7]**
Total Cases (Investigation Initiated)			219	140	357	67	48	112
Open	***OSSE in process[1]***		127	88	213			
	OAH[2]			2	2			
Closed	***Residency verified during investigation[3]***		90	34	124	5	3	8
	Residency determined through Administrative Review[4]							
Substantiated (Final Agency Decision)		***Concede[5]***						
		Uncontested[6]	1	9	10			
		OAH decision[7]						
Withdrawn[8]			1	7	8			

[1]**Open – OSSE in process**. These cases are cases that OSSE is currently still investigating.
[2]**Open – OAH**: These cases are where OSSE issued a Notice of Finding and the family appealed the finding. When appealed, these cases are referred to OAH. These cases will continue through the administrative process with the OAH for formal mediation and hearing.
[3]**Closed – Residency verified during investigation:** These cases were investigated and student determined to be eligible to attend as a resident.
[4]**Closed – Residency determined through Administrative Review:** these cases were initially determined to be non-residents but the determination was changed through the OAH mediation and hearing process.
[5]**Substantiated – Concede:** These cases are where OSSE issued a Notice of Finding of Non-Residency and the family conceded they were non-residents.
[6]**Substantiated – Uncontested:** These cases are where OSSE issued a Notice of Finding of Non-Residency and the family failed to contest the finding within the provided timeframe. Because they did not contest the finding in the notice, OSSE's initial determination became the final decision and these families are non-residents. If the students were still enrolled, these students were subsequently unenrolled from school. They were also issued tuition payment agreements for the relevant school year(s).
[7]**Substantiated – OAH Decision:** These cases are where OSSE issued a Notice of Finding and the family appealed the finding. Neither OSSE nor the family came to an agreement during the mediation process and the case was decided through a formal hearing.
[8]**Withdrawn:** These cases involve students enrolled for very short periods of time and withdrew before an investigation could be conducted.
*A single case involving related students can be counted as both a DC Public Schools case and a Public Charter Schools case if the students are attending schools in both sectors. This crossover is why a total case count is not always the sum of cases in both sectors.

(d) Describe OSSE's efforts to strengthen its residency fraud program in FY19 and FY20?

OSSE is committed to ensuring District schools remain accessible first and foremost to Washington, DC residents This requires a robust system of compliance and enforcement to ensure that public schools in the District, including DC Public Schools (DCPS) and public charter schools, are available, first and foremost, to bona fide residents of the District.

In FY19, OSSE published its first Office of Enrollment and Residency Handbook and began a monitoring program to ensure LEA compliance with records retention policies. The handbook, compiled all relevant policies and guidance into a single location for use by LEAs and other District agencies. This document, to be updated regularly, provides additional transparency to the policies guiding enrollment and residency. The monitoring program, separate from the yearly enrollment audit, focuses on LEAs that have had issues with residency document retention in the

past. OSSE staff visit LEAs, review LEA record retention protocols and provide corrective action plans when necessary.

For tuition collection, OSSE mandated electronic agreements for all tuition-paying non-resident students. This new process allowed for quicker processing of agreements and ensured that all payments and agreements were made prior to the start of school. OSSE also established a partnership with the Office of the Chief Financial Officer to ensure clear enforcement of significantly delinquent payments through referral to their Central Collections Unit.

Finally, OSSE continued its public information campaign to assist District residents with understanding the enrollment and residency process by providing materials at EdFEST, updating the DC residency verification form, and continuing an outreach campaign that notifies the general public on how to report potential non-residents. OSSE expanded its outreach campaign to include digital ads that not only targeted District residents, but also residents in surrounding counties.

The enrollment and residency process must balance ease for families and LEAs and support for our most vulnerable families, with enforcing District laws and regulations that ensure residents have access to a free, public education. OSSE remains committed to ensuring District schools remain accessible first and foremost to Washington, DC residents. We will continue to take steps to improve our practice, and look forward to working with schools, families, and the community to further improve our residency efforts.

(f) How is OSSE ensuring each family receives adequate due process and notice?

When OSSE conducts a residency investigation, if it is not clear from the initial review of records that the student is a DC resident, and prior to issuing a determination of non-residency, OSSE contacts the family to gather additional information. An OSSE investigator will set up a time either over the phone or in-person to talk with the enrolling person about any questions OSSE has regarding the persons residency claim. This also allows the family to help the investigation understand complex and unique circumstances that some of our District resident's experience.

In some cases, the additional information and context provided by a family does not verify District residency, and in those cases, OSSE will make a determination that the student is not a resident of the District. When a determination of non-residency is made, a detailed notice letter is sent to the parent, guardian, other primary caregiver or adult student by mail and email, if known. The detailed notice letter helps families understand why OSSE's investigation led to a finding of non-residency and explains the next steps and timeline for the administrative review process.

Specifically, the detailed notice letter includes the following information:

- The basis of the non-resident finding;
- An option to request an administrative review within 10 business days;

- An explanation that the student may remain enrolled until a final administrative decision is made;
- An explanation that if a request for administrative review is not received within 10 business days, then the non-resident finding will be the final administrative decision; and
- An explanation of the tuition owed in the event of a final administrative decision of non-residency and that the tuition is prorated on the time the student spent enrolled in a DC public school as a non-resident

If an administrative review is requested, OSSE will refer the request for review to the Office of Administrative Hearings. The purpose of administrative review is provide families with an additional opportunity to tell their story and present evidence that proves they are a resident. First, OAH will schedule a mediation session between the two parties. In mediation, a specially-trained neutral mediator meets with the parties (the family and OSSE) and assists them to state their positions and to explore options to resolve the case without going to an actual evidentiary hearing. The mediator helps the parties to reach a mutually acceptable settlement of the case. All judges are qualified to mediate any case before the Office of Administrative Hearings.

If, during mediation, OSSE agrees that the documents and information presented in mediation are sufficient to establish a student's status as a District resident, OSSE will withdraw the finding of non-residency and take no further action. If a family concedes that a student is not a resident, the non-residency finding becomes final and the parties will enter into a settlement agreement for tuition. If mediation is not successful, the matter will proceed to a full evidentiary hearing where the Administrative Law Judge will issue a final decision, which will be the final administrative decision of OSSE. The final decision that is provided by the judge will also include the statement of appeal rights. As stated in the appeal rights, if a party wishes to contest the decision of the judge, they have 30 calendar days from the date the decision was issued to file an appeal to the DC Superior Court.

Q9: Provide the following data for the SY18-19 school year, broken down by school/campus (DCPS and public charter school), by grade level, by race, by gender, by whether or not a student has an IEP, by whether or not the student is an English Language Learner, and by whether or not the student is considered at-risk:

(a) The number and percent of students who received at least one out-of-school suspension for 0-5 days;
(b) The number and percent of students who received at least one out-of-school suspension for 6-10 days;
(c) The number and percent of students who received at least one out-of-school suspension for more than 10 days in total;
(d) The number and percent of students who received more than one out-of-school suspension in a school year, by number of out-of-school suspensions;
(e) The number and percent of students that were referred to an Alternative Educational Setting for the course of a suspension;
(f) The number and percent of students who received an in-school suspension;
(g) The number and percent of students expelled;
(h) The number of involuntary transfers to and from each school;
(i) The number of students who withdrew from the school during the school year;
(j) A description of the types of disciplinary actions that led to the suspensions and expulsions.

[NOTE: Please provide this information in Excel format.]

RESPONSE: Q9 Attachment 1 – Discipline Data - all.xlsx
Q9 Attachment 2 – Discipline Data – student groups.xlsx

Beginning in the 2015-16 school year, the Pre-K Student Discipline Act of 2015 (D.C. Law 21-12; D.C. Official Code § 38-236) requires OSSE to publicly report on the state of suspensions and expulsions in the District. In its third year of implementation, the school discipline report is based on data submitted by LEAs and Pre-K Enhancement community-based organizations (CBOs) from the preceding school year. This will be published on OSSE's website in winter 2020.

The DC School Report Card reports information about discipline and school safety at public schools in DC, in accordance with the U.S. Department of Education's Civil Rights Data collection. This information includes suspensions, expulsions, school related arrests, reported incidents of violence, bullying and harassment. The data is also disaggregated by student group. OSSE released the second DC School Report Card on in November and the discipline data for SY 18-19 was made available to the public at that time. School report card pages allow the user to compare school data with the DC average as well as to explore data across multiple years; users can also view for different student groups in the 2017-18 and 2018-19 school years.

The DC Council passed the Student Fair Access to School Amendment Act of 2018 (D.C. Law 22-157; D.C Code §38-236, *et. seq*.) (the "Act"). In the 2018-19 school year, there were newly required data elements included in the discipline collection template. The newly required data elements and reporting requirements went into effect on October 1, 2018. Guidance and documentation were released for the 2019-20 school year in September 2019.

Q10: Provide the following data regarding high school graduation, college preparation and enrollment:

(a) The 4-year and 5-year adjusted cohort graduation rate for each public high school in the District including subgroup information such as gender, race/ethnicity, economically disadvantage, English language learners, and special education for SY15-16, SY16-17, SY17-18, and SY18-19;

(b) The number and percentage of students in the graduating class of 2016, 2017, 2018, and 2019 that dropped out for each public high school;

(c) The total number and percentage of public high school students in the graduating class of 2016, 2017, 2018, and 2019 who took a college entrance exam; and,

(d) The total number and percent of students by school that enrolled in a post-secondary school from the graduating classes of 2016, 2017, 2018, and 2019.

[NOTE: Please provide this information in Excel format.]

RESPONSE: Q10 Attachment 1 – ACGR.xlsx
Q10 Attachment 2 – Outcomes.xlsx

Q11: Describe all studies, research papers, and analyses OSSE conducted or contracted for in FY19 and FY20, including the status and purpose of each. Also provide a list of all current research data agreements between OSSE and non-governmental entities. Include scope of the project and the deliverable date, if applicable.

RESPONSE:

The following reports were published in FY19 and FY20 to date:

- OSSE District of Columbia Healthy Schools Act 2018 Report (October 31, 2018)
- District of Columbia Public Schools (DCPS) Graduation Documentation Review (Nov. 2018)
- Interim Update on Duke Ellington Investigation (November 9, 2018)
- 2018 STAR Framework Brief (December 7, 2018)
- 2017-18 School Year Attendance Report (December 14, 2018)
- 2018 STAR Analysis: Exploring Distributions and Correlations (December 18, 2018)
- Youth Suicide Prevention and School Climate Amendment Act of 2016, 2018 Report (January 3, 2019)
- Non-Traditional Childcare (Jan. 22, 2019)
- OSSE Report on the Uniform Per Student Funding Formula, January 2019 (February 1, 2019)
- Fiscal Year 2018 Pre-K Report (March 15, 2019)
- Youth Suicide Prevention and School Climate Amendment Act of 2016, 2019 Report (October 15, 2019)
- State of Discipline: 2017-18 School Year (March 8, 2019)
- OSSE Promoting the Special Supplemental Nutrition Program for Women, Infants and Children (WIC) at Child Development Facilities (FY18), (June 20, 2019)
- Non-Resident Student Review & Findings, School Year 2018-19 (September 17, 2019)
- District of Columbia Office of the State Superintendent of Education 2019 Child and Adult Care Food Program Report (September 26. 2019)
- DC Teacher Workforce Report (October 9, 2019)
- 2018-19 School Year Attendance Report (December 2, 2019)
- 2019 STAR Framework Brief (December 18, 2019)
- OSSE Report on the Uniform Per Student Funding Formula for Public Schools and Public Charter Schools Act Under Council Review, (December 20, 2019)
- OSSE Audit and Verification of Student Enrollment for the 2018-19 School Year, (March 7, 2019)
- Plan to Expand the Use of School Climate Surveys in District of Columbia Public and Public Charter Middle and High Schools (February 7, 2020)
- DC Free Summer Meals Report, (Forthcoming)
- Fiscal Year 2019 Pre-K Report (Forthcoming)
- State of Discipline: 2018-19 School Year (Forthcoming)

OSSE is committed to ensuring the privacy and protection of student information in compliance with all applicable federal and local laws and recommended best practices. At the same time, OSSE is committed to facilitating access to and use of education data so education stakeholders have high-quality information for decision making, as described in OSSE's strategic plan. External organizations and government agencies may request data from OSSE using its online data request portal.

The Family Educational Rights and Privacy Act (FERPA) is a federal law about the privacy of, and access to, student education records. FERPA and its implementing regulations apply to educational agencies and institutions, which includes any elementary, secondary, or postsecondary institution that receives U.S. Department of Education (USED) funding or any entity authorized to direct and control elementary, secondary, or postsecondary institutions. FERPA applies to state education agencies (SEAs) such as OSSE, in their role as custodians of education records from other institutions.

Under FERPA, education records may not be disclosed to a third party without the prior written consent of the parent or adult student, unless the particular disclosure is authorized under an exception to FERPA's parental consent requirement.

OSSE, as the SEA, generally does not generate or create student-level data. Instead, OSSE collects and stores data from schools and LEAs. As a result, OSSE is subject to the "re-disclosure" provisions of FERPA. FERPA allows OSSE to re-disclose student-level data to third parties without parental consent under several exceptions. Most frequently, OSSE shares FERPA data under the exceptions for:

- Audit/evaluation (including enforcement/compliance) (also commonly referred to as "authorized representative"); and
- Research studies

FERPA does not apply to all data OSSE collects, receives, holds and shares. It is OSSE's policy and a best practice to have a written agreement whenever sharing personally identifiable information, even if FERPA does not apply.

The table below describes OSSE's current research data agreements with governmental and non-governmental entities. The table indicates where OSSE is sharing data under:

- FERPA's audit/evaluation exception to parental consent
- FERPA's research studies exception to parental consent
- Parental consent (other agreement)
- Non-FERPA agreement (not FERPA data)

For more information on OSSE and federal privacy laws, please see the OSSE website. All submitted requests for data go through an internal review process to be considered for fulfillment. OSSE's data request policy may be found on the OSSE website.

Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
Research Organization	FERPA (Research Studies)	American Institutes for Research	1/31/2023	10/24/2018	Evaluate AppleTree PCS's Every Child Ready curriculum
University	FERPA (Research Studies)	American University	1/17/2020	12/16/2014	Youth Risk Behavior Survey research
University	FERPA (Audit / Evaluation)	Arizona State University and American University	8/31/2023	8/9/2018	Early learning workforce reporting and analysis
OSSE contractor	FERPA (Audit / Evaluation)	Caveon	2/28/2020	3/30/2016	Test integrity monitoring, investigations, and reporting for statewide assessments on behalf of OSSE
Research Organization	FERPA (Research Studies)	Center for Research on Education Outcomes (CREDO)	4/30/2024	5/3/2019	Public charter school analysis
OSSE contractor	FERPA (Audit / Evaluation)	Child Trends	12/31/2020	5/19/2016	Healthy Schools Act evaluation, HPEA and school climate work
CBO	FERPA (Audit / Evaluation)	Community Foundation for the National Capital Region - Raise DC	12/31/2021	11/21/2016	Early Development Instrument data partnership
DC agency	FERPA (Audit / Evaluation)	Criminal Justice Coordinating Council	10/24/2025	10/25/2018	Analysis of the root causes of, model the impact of, and evaluate the educational factors related to juvenile justice system involvement
DC agency	FERPA (Audit / Evaluation)	Department of Behavioral Health	3/22/2024	3/22/2019	Rank schools by mental health services needs
DC agency	Non-FERPA agreement (not FERPA data)	Department of Health	5/15/2023	6/29/2018	Youth Risk Behavior Survey research
DC agency	Non-FERPA agreement (not FERPA data)	Department of Human Services	11/30/2020	3/5/2018	Analyze TANF family participation in subsidized child care program

Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
DC agency	Parental consent (other agreement)	DME (Out-of-School Time Program)	6/30/2023	4/30/2019	Evaluate and benchmark performance of out-of-school-time program grantees
DC agency	FERPA (Audit / Evaluation)	DME and AECOM Services of DC	3/31/2019	4/13/2018	Support development of DCPS Master Facilities Plan
DC agency	FERPA (Audit / Evaluation)	DME and OCTO	9/30/2022	12/6/2017	School boundary work
OSSE contractor	FERPA (Audit / Evaluation)	Education Northwest	3/31/2020	7/23/2019	CTE reporting and other analysis
University	FERPA (Research Studies)	Georgetown University	9/16/2020	10/27/2014	Youth Risk Behavior Survey research
OSSE contractor	FERPA (Audit / Evaluation)	Hoonuit (formerly TEMBO Consulting)	1/22/2021	9/13/2013	Data analysis support for accountability and assessment reporting suite
Research Organization	FERPA (Audit / Evaluation)	Mathematica Policy Research	1/29/2021	12/20/2017	Generate, update and validate a predictive model for school opening decisions
Research Organization	Non-FERPA agreement (not FERPA data)	Mathematica Policy Research	1/31/2025	12/3/2019	DC School Report Card site study
University	FERPA (Research Studies)	MedStar Georgetown University Hospital	1/15/2020	10/22/2018	Describe where families with children aged zero to five living in Ward 8 receive early education services and child care
Research Organization	FERPA (Research Studies)	Merit Research, Policy and Evaluation, LLC	2/1/2021	4/29/2019	Examine longitudinal outcomes of preschool graduates from Briya PCS
Research Organization	FERPA (Research Studies)	National Center for Special Education in Charter Schools	6/1/2020	8/7/2019	Research to inform policy decisions about special education services and support delivery and instruction
Other	Non-FERPA agreement (not FERPA data)	National League of Cities	3/1/2023	3/6/2018	Support NLC Census + ad hoc projects for OSSE REC

Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
DC agency	FERPA (Audit / Evaluation)	Office of Planning State Data Center (OP/SDC)	none	2/2/2016	State Data Center and enrollment / population projections
Federal agency	FERPA (Audit / Evaluation)	Office of the City Administrator	8/31/2020	4/19/2017	Analysis to model the impact of (1) LEA Payment Initiative, (2) centralization of the enrollment process midyear, as recommended by the Cross Sector Collaboration Task Force, and (3) District-wide truancy reduction and attendance support programs
DC agency	FERPA (Audit / Evaluation)	Office of the DC Auditor	4/15/2020	2/2/2018	Review enrollment projections process
DC agency	FERPA (Audit / Evaluation)	Office of the DC Auditor (and Data Ethics, DCPS, PCSB, and DME)	3/30/2020	6/14/2019	Data audit
DC agency	FERPA (Audit / Evaluation)	Office of the Inspector General	9/30/2023	5/7/2019	Evaluate enrollment procedures, residency verification requirements and tuition agreement and non-resident tuition payment process at Duke Ellington School of the Arts
Research Organization	FERPA (Research Studies)	RTI International	9/30/2019	6/17/2015	Youth Risk Behavior Survey research on behalf of DBH
Other	FERPA (Audit / Evaluation)	SAS Institute	9/30/2020	6/26/2017	Provide PARCC scores to DCPS value-added vendor
OSSE contractor	FERPA (Audit / Evaluation)	The Aquiline Group, LLC	9/30/2019	5/31/2019	APR 8 parent survey
OSSE contractor	FERPA (Audit / Evaluation)	UCLA	9/30/2022	2/4/2016	Early Development Instrument
University	FERPA (Audit / Evaluation)	University of Maryland Center for Early Childhood Education and Intervention	12/31/2025	5/16/2017	QIN implementation and impact evaluation

Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
University	FERPA (Research Studies)	University of Virginia	6/1/2020	7/10/2014	Effects of DCPS reforms and to improve IMPACT
Research Organization	FERPA (Research Studies)	Urban Institute	2/28/2023	5/21/2019	Evaluate the effectiveness of DC's PK program
Federal agency	FERPA (Audit / Evaluation)	US Department of Education	none	4/20/2012	Evaluation of the Opportunity Scholarship Program
Research Organization	Non-FERPA agreement (not FERPA data)	Westat	9/30/2020	2/7/2019	APEC III study for USDA
Research Organization	FERPA (Research Studies)	WestEd	11/22/2019	9/10/2018	Evaluate Perry Street Prep PCS's turnaround model
University	FERPA (Research Studies)	Yale School of Medicine and DHS	8/1/2027	10/4/2019	Evaluate the DC MOMS Partnership (DHS 2-generation program)

Q12: Describe OSSE's protocol to ensure that student data is protected and how this impacts responses to Freedom of Information Act requests or research requests.

RESPONSE:

OSSE's policies and procedures to protect student data

OSSE is committed to protecting student privacy and takes its responsibilities as the state education agency under local and federal privacy laws seriously. At the same time, OSSE is committed to facilitating access to and use of education data so that education stakeholders have high-quality information for decision-making.

To meet both of these goals, OSSE has taken a robust approach to codifying policies and procedures to ensure the protection of student information, and to build the agency's capacity around data privacy, security, and confidentiality.

Dedicating resources and supporting ongoing efforts

OSSE has a data governance and privacy team within the Division of Data, Assessment, and Research that is charged with overseeing policies, procedures, and structures that govern and protect student data. To meet this charge, the data governance and privacy team collaborates with OSSE's Office of General Counsel to develop policies and ensure compliance.

Additionally, data sharing agreements are critical legal vehicles needed to share student information with third parties, while holding them accountable for keeping that information private, secure, and confidential. OSSE ensures that all contracts and data sharing agreements comply with the federal Family Educational Rights and Privacy Act (FERPA) and include additional protections for sensitive data. OSSE has created an internal tracking system for data sharing agreements and been featured nationally for this work in accordance with FERPA. OSSE requires all third parties that receive personal identifiable information (PII) to complete a data destruction form that describes how the data received from OSSE has been destroyed, and third parties are required to certify that the destruction occurred after the data sharing agreement has ended.

Continually enhancing security practices and protocols

Security is the physical means of protecting sensitive information, many of which are technical, systems-based, and ensure that only authorized users have access. OSSE's data systems that house student-level data are all credential-based. Users of OSSE's data systems must have LEA-specific email addresses, receive written approval from the LEA for access, and participate in training before receiving access.

In addition, OSSE's data systems tie student-level data to the responsible LEA and school. OSSE restricts each LEA user's view of the data by allowing the user only to view records where the student's LEA ID and/or school ID matches the LEA user's LEA ID and/or school ID, depending on the level of access of the user.

All student-level data entering OSSE's data systems are subject to system data quality standards. During the system or application development cycle, data must be reviewed, tested, and approved by multiple subject matter and technical experts. Once fully vetted internally with consultation with the Assistant Superintendent for Data and Research and the Deputy Superintendent, the applications must then be approved by the agency's Chief Information Officer.

In its data systems, OSSE protects student-level data through multiple layers of security and quality assurance checks. Common protocols used include HTTPS, SSL, Active Directory Authentication, Role Based Access, Password Strength Minimums, and Encryption Algorithms.

Finally, OSSE conducts audits twice a year in which it requires all users of two (2) of its most-used systems, the SLED system and the SEDS, to re-certify access by verifying their account and confirming they still require access. If a user is unresponsive, the account is automatically deactivated. Moreover, OSSE requires all external users to take three (3) actions before they can access data in the SLED warehouse:

- Participate in mandatory training on effective usage and privacy.
- Sign a SLED data privacy policy that defines PII, emphasizes best practices to protect sensitive data, and provides guidelines to protect SLED user accounts.
- Acknowledge user access agreements every time they log in.

OSSE has expanded this process to include other core student data systems and applications that provide access to student-level data.

Training staff on protecting student data
As cited in a recent report by the National Association of State Boards of Education, human error is a factor in 95 percent of all data security incidents. To address this, OSSE has continued to implement its data privacy training policy that includes two (2) primary components:

- **Data Privacy Training**
  - All new employees and on-site contractors at OSSE must complete data privacy training within 30 days of their start date.
  - All current employees and on-site contractors must complete data privacy training once every fiscal year.
- **Non-Disclosure Agreement**
  - All new employees and on-site contractors at OSSE must sign a data non-disclosure agreement upon start with the organization.
  - OSSE's human resources team must ensure all current employees and on-site contractors have a non-disclosure agreement on file.

In consultation with national experts, OSSE has developed a robust training curriculum on the basics of student privacy that is used with all employees annually and has been shared with LEAs and other states. In 2018, OSSE released an online data privacy training module that

included real life examples of data incidents and required all staff to complete a data privacy quiz upon completion.

Regarding non-disclosure agreements (NDAs), all current employees and on-site contractors signed and returned NDAs, affirming their commitment to protecting confidential information. OSSE's Human Resources Division is required to ensure all current employees and on-site contractors have a non-disclosure agreement on file.

OSSE's policies and procedures to respond to data and FOIA requests
OSSE has protocols in place for sharing of data, whether through parent and student requests for a student's educational record under FERPA, requests for student-level data by external agencies and institutions, agency releases, and releases of records through the FOIA process.

General data requests
The OSSE Data Request Portal (http://osse.dc.gov/service/osse-data-request-form) serves as a centralized intake and tracking system for all requesters. In general, regardless of the type of request or requester, data request fulfillments go through a minimum of three (3) stages of quality assurance and security checks, including:

- Peer review in OSSE's Division of Data, Assessment and Research (DAR), where analysts review data pulled together by other analysts and ensure it meets the relevant standards, requirements, and limitations;
- Review and approval from DAR's Director of Data Governance and Assistant Superintendent, where data are checked for proper suppression and alignment with data sharing agreement(s); and
- Final approval from the Superintendent.

Data is always transferred in the most secure means possible, primarily using a secure file transfer site. In 2018, OSSE transitioned from use of a secure file transfer server to the use of Box.com for data transfers. Box.com provides the same securities that the previous secure file transfer server provided, but includes additional access roles and automatic data file removal after a preset number of days. OSSE continue to use Box.com for secure data transfers.

Data requests for student records
Under FERPA, parents and adult students have rights to request their child's education records and their own, whether for themselves or for a third party (such as an attorney). These requests are most often and appropriately directed to schools, so OSSE redirects requesters to LEAs as they are the original source of the information shared with OSSE.

If LEAs are unable to respond to the request, OSSE will periodically receive and fulfill student records requests.

These requests are also entered and tracked in OSSE's data request portal and handled by a designated staff person in DAR. Prior to receiving data, requestors are required to verify their identity in-person to ensure the person is entitled to this information.

Data requests for research and evaluation
OSSE staff ensures that data requests that include a student's personally identifiable information (or other confidential information) require signed data sharing agreements outlining legal responsibilities for requesters and OSSE regarding data sharing, use, re-disclosure, protections, and destruction. Entities must agree to written data sharing agreements and demonstrate compliance with these agreements. If they do not, an entity may be subject to compliance monitoring and required corrective actions. Data sharing under FERPA is permissive, not mandatory; FERPA provides discretion to the state education agency with regard whether to prohibit non-compliant entities from receiving data. The US Department of Education has enforcement authority and may also unilaterally impose 5-year ban on data sharing with non-compliant entities. *See* 20 U.S. Code § 1232g(b)(4)(B) and 34 CFR 99.67.

Freedom of Information Act (FOIA) requests
OSSE's Office of the General Counsel ensures compliance with the District of Columbia Freedom of Information Act (FOIA) (D.C. Code §§ 2-531-540) statute and has developed a system for processing FOIA requests that increase transparency, communication, and timeliness while safeguarding student data. This system encompasses robust coordination between the agency FOIA officer and points of contact within OSSE divisions to identify and gather responsive documents in a timely manner. The FOIA officer is responsible for review and redaction of all responsive records in compliance with the D.C. FOIA statute to ensure protection of student information. Each FOIA request is subject to a four-tier review process including: initial review and redaction by the FOIA officer, legal sufficiency review by the General Counsel, technical security check by the Chief Information Officer, and final review by the programmatic lead in the relevant OSSE division. OSSE has adopted the FOIAXPress tool that allows for centralized submission and tracking of all FOIA requests.

Q13: Provide the PARCC scores for each DCPS and public charter school disaggregated by grade and by subgroup (race/ethnicity, at-risk, gender, special education and ELL status) for 2018.

RESPONSE: Q13 Attachment - PARCC and MSAA Achievement Results.xlsx

Q14: Provide the findings from the testing integrity investigations for SY17-18 and the status of the investigation reports for SY18-19.

RESPONSE:
Documentation on OSSE's test security and integrity processes, requirements, and templates as well as the test security investigations process can be found on OSSE's website at: https://osse.dc.gov/service/test-security-and-incident-forms. Following the test integrity investigations of SY17-18, there were no substantiated findings that resulted in official OSSE sanctions.

OSSE is currently in the process of completing the test integrity investigations for SY18-19. OSSE is charged with analyzing statewide assessment administration to ensure the validity and reliability of assessment results. As part of the annual review of state assessment results, OSSE reviewed data forensics analysis, incident reports, monitoring reports, anonymous tips, and administrative practices. OSSE investigated schools with test integrity flags that could indicate the possibility that irregularities or security incidents occurred in the administration of state assessments. Final determinations will be sent to LEAs, after which LEAs may participate in any relevant appeals or requests for reconsideration. OSSE will post these results at the conclusion of that process.

Early Learning

Q15: Please describe how OSSE is utilizing the Preschool Development Grant Birth through Five (PDG B-5).

RESPONSE:
OSSE received $10.6 million under the federal Preschool Development Grant, Birth to Five on August 23, 2018. This funding, administered by the Office of the State Superintendent of Education (OSSE) on behalf of the District, is being used to strengthen the District's early care and education mixed delivery system for children birth through age five (B-5) and their families. The aim of the investment is to strengthen our existing infrastructure of programs with a targeted focus on children experiencing homelessness, children with special needs, children in foster care and/or children in families with very low incomes who are especially vulnerable.

The PDG funded work has centered around five areas of work and an evaluation: the District-wide needs assessment, District-wide strategic plan, maximizing parental choice and knowledge, sharing best practices and improving quality. Collectively, these efforts will improve the quality of early learning environments by strengthening and aligning evidence-based practices used within the B-5 cross-sector early childhood mixed delivery system. As a result, it is aimed that the early care and education workforce can be supported in implementing best practices and trauma-informed approaches through systemic professional development.

Needs Assessment
OSSE has strategically used PDG funding to better understand parents' awareness, access and utilization of early care and education benefits, programs and services throughout the mixed delivery system by conducting a comprehensive needs assessment. The needs assessment report included qualitative and quantitative data from:

- Thirty-two family listening sessions;
- Twenty-one key informant interviews;
- Twenty-three professional focus groups;
- Analysis of administrative data;
- An online and print family survey with 2,099 respondents; and
- An inventory of existing pilot and demonstration projects in the District.

Strategic Plan
The strategic plan, outlining systematic goals, objectives and actions for the District's early childhood system, is grounded in the needs assessment research and was additionally developed through consultation with key external stakeholders (e.g., State Early Child Development Coordinating Council (SECDCC), PDG core team made up representatives from multiple DC government agencies, philanthropy partners, public and private sector early care and education professionals, families). The strategic plan's mission was to build and sustain an integrated, comprehensive, and equitable early childhood system of high-quality, family-driven programs and services that promote positive outcomes for all families and young children.

Maximizing Parental Choice and Knowledge

OSSE has strengthened supports to maximize parental choice and involvement in their children's education by improving messaging and communication to parents:

- Enhancing the My Child Care DC website to include Capital Quality designations and family profiles.
- Enhancing the Thrive by Five DC website to ensure families have easy access to information about all programs and services in the early childhood system
- Developing increased communication resources in the District's seven most spoken languages to help families navigate the services offered in the District
- Expanding peer support networks and parent cafés
- Expanding Strong Start playgroups and outreach communications
- Beginning foundational technical work to develop the Childhood Integrated Data System (ECIDS) to house and integrate data from educational programs and agencies across the District that can assist in programmatic and enrichment activities for children B-5. Creating a My School DC Toolkit to prepare providers to support families through the school transition process when navigating the lottery process

Sharing Best Practices

OSSE has improved families' access to quality early care and education programs and promoted opportunities for sharing best practices among early care and education professionals by providing comprehensive and systemic professional development (PD) that emphasizes equity, inclusiveness as well as cultural and linguistic responsiveness through:

- Hosting the Early Childhood Summit for over 2,700 early childhood professionals
- Expanding access to the Quorum online PD platform for 1,633 early childhood professionals
- Providing ongoing professional development, technical assistance (TA) and coaching for early childhood educators on trauma-informed approaches
- Expanding Healthy Futures to provide mental health consultation services to 40 additional early childhood providers

Improving Quality

OSSE made the investments in quality improvement to enhance the overall quality of early childhood care and education programs and providers within the District early childhood mixed deliver system using evidence-based practices through:

- Implementing and strengthening family's access to trauma-informed practices through expanding access to trauma informed care through Comprehensive Trauma-Informed Early Childhood Mental Health Consultation
- Providing grants to programs to purchase furniture, books, materials and equipment for classrooms that are licensed facilities participating in Capital Quality
- Purchasing research-based assessments, curricula and training for licensed facilities participating in Capital Quality

Q16: Provide data on the capacity, subsidy enrollment, and subsidy utilization of all infant, toddler, and preschool age and school age licensed capacity child care programs in the District for, FY17, FY18, and FY19 to date by ward and program type (center, home, LEA). Please also include the number of infants and toddlers (0-3) residing in the District by ward.

RESPONSE: Q16 Attachment - Capacity, Enrollment, Utilization FY17-19.xlsx

Q17: With regard to child care development centers, please provide the following:
(a) A list of all licensed child development facilities in the District;
(b) The number and percentage of facilities that have closed in FY19 and FY20 to date;
(c) The corresponding licensed capacity, subsidy enrollment, and subsidy utilization for each facility;
(d) The corresponding Capital Quality Rating Improvement System (QRIS) tier for each facility;
(e) The amount paid to child development care providers who provide subsidized care in FY19 and in FY to date.
(f) A list of all new FY19 and FY20 licensed facilities

[NOTE: Please provide this information in Excel format.]

RESPONSE: Q17 Attachment – Child Development Facilities – Capacity, Rating.xlsx

(b) The number and percentage of facilities that have closed in FY18 and FY19 to date;

In FY19, out of the 470 licensed facilities, 26 (five percent) facilities voluntarily closed permanently (in other words, closure was not a result of OSSE revoking the license). Also, 24 facilities surrendered their license and closed but received a new and different license because they either relocated, changed ownership (23) or converted from a home to an expanded home to serve more children (1). In FY20 to date, OSSE has not issued any enforcement actions resulting in the revocation of the license.

(e) The amount paid to child development care providers who providers who provide subsidized care in FY19 and FY20 to date.

FY19 Subsidy Payment	FY20 Subsidy Payment
$111,500,977	$28,580,386.14

(f) A list of all new FY19 and FY20 to date licensed facilities

Facility Name	Ward	Total Licensed Capacity	Full License Action
KD's Klubhouse	8	56	Initial
Wonders Extended Day at Horace Mann	3	76	Initial
Apple Tree Early Public Charter School @ Parkland	8	80	Initial
Wonders Extended Day at Milton	4	46	Initial
JAG Child Care, LLC	8	6	Initial
CommuniKids Preschool, LLC IV	3	52	Initial
Martha's Table Maycroft Early Learning Center	1	40	Initial
UPO @ Marie Reed Elementary School	1	16	Initial

Facility Name	Ward	Total Licensed Capacity	Full License Action
Nicole J. Jasper	7	9	Initial
Bright Horizons at Alexander Court	2	24	Initial
Skadkids By Bright Horizons	2	16	Initial
AppleTree Early Learning Public Charter School - Lincoln Park	6	47	Initial
Prep Enrichment Center	4	34	Initial
LaLeLo Beautiful Beginnings Child Development Center	5	8	Initial
UPO @ Ketcham Elementary School	8	32	Amended
Department of Labor CDC / KinderCare Education, LLC	2	124	Initial
David's Stars Child Development Center Brains in Development	4	48	Amended
Creative Minds Child Care	1	25	Initial
Deborah M. Berhane/Titi's Happy Hearts	4	6	Amended
Erin Roxborough/Ms. Rox's Child Care, LLC	7	6	Initial
KinderCare Champions @ Amidon - Bowen	6	108	Amended
The Montessori School of Washington	3	32	Initial
Cassandra Leigh Corrales/CUCO KIDS LLC	5	6	Amended
KinderCare Champions @ Benning Elementary Campus	7	108	Amended
US Kids Child Development Center	2	67	Initial
Communikids Preschool LLC V	3	32	Initial
Bambini Play and Learn @ Golden Triangle, LLC	2	102	Initial
KinderCare Champions @ Anacostia Elementary Campus	8	114	Amended
Taylored Education, LLC /DBA The Goddard School	6	60	Amended
UPO @ C. W. Harris Elementary School	7	16	Initial
Isatou Jabang / Curious Explorers Home Day Care	4	9	Initial
Floricelda M. Avila De Alvarez	1	9	Initial
Palisades Montessori Infant and Toddler Center	3	24	Amended
AlphaBEST Education @ KIPP DC Shaw Campus	6	213	Amended
AlphaBEST Education @ KIPP DC Smilow Campus	7	147	Amended
AlphaBEST Education @ KIPP DC Douglass Campus	8	190	Amended
Kidz Care Unlimited Child Development Center	6	100	Amended
AlphaBEST Education @ KIPP DC Webb Campus	5	213	Amended
Two Birds Tenleytown	3	54	Amended
Broadcasters' Child Development Center, Inc.	3	116	Amended

Facility Name	Ward	Total Licensed Capacity	Full License Action
KinderCare Champions @ Edgewood Elementary Campus	5	165	Amended
Diplotots	2	104	Amended
KinderCare Champions @ Excel Academy	8	94	Amended

Q18: Please describe how OSSE is supporting the early childcare education workforce in meeting the enhanced educational requirements.

RESPONSE:

OSSE's recent child care licensing regulations (effective as of Dec. 2, 2016) seek to improve the quality of the early care and education workforce by ensuring that staff have the necessary qualifications and credentials to educate and care for young children. In June 2018, OSSE extended the deadline for meeting the qualifications for various child development facility positions.

Position	Minimum Education Credential Required	Compliance Date
Center Director	Bachelor's degree (BA) in early childhood education (including early childhood development, early childhood education, elementary education, or early special education) **or** a bachelor's degree in any subject area with at least 15 semester credit hours in early childhood education	Dec. 2, 2022
Teacher	Associate degree (AA) in early childhood education (or early childhood development, child and family studies, or a closely related field) **or** an associate degree (or higher) in any subject area with at least 24 semester credit hours in early childhood.	Dec. 2, 2023
Assistant Teacher	Child Development Associate (CDA) or an associate degree (or higher) in any subject area	Dec. 2, 2020
Expanded Home Caregiver	Associate degree in early childhood education (or early childhood development, child and family studies or a closely related field) **or** an associate degree (or higher) in any subject area with at least 24 semester credit hours in early childhood.	Dec. 2, 2023
Home Caregiver and Associate Home Caregiver	Child Development Associate (CDA)	Dec. 2, 2020

OSSE has taken numerous steps to ensure that the early care and education workforce meets the enhanced educational requirements. The list below summarizes those efforts.

CDA Requirement, Emergency & Proposed Rulemaking
Effective December 2, 2019, OSSE promulgated emergency and proposed rulemaking that clarifies specific language in the regulations regarding which staff members must be assigned to and supervising each group of children. This rulemaking updates Section 121 to clarify staff required for proper supervision, and adds definitions for the terms "aide" and "substitute." In order to provide adequate time for providers to comply with the clarification in this new rulemaking, OSSE has determined that some staff in child development facilities will need more time to reach the minimum education requirements deadline. Therefore, through this proposed rulemaking,

OSSE extended the deadline to meet the CDA credential requirement for assistant teachers and home caregivers to December 2, 2020.

ECE Resources Webpage
Launched in July 2017, the ECE resources webpage (www.osse.dc.gov/eceresources) provides position-specific information on the new education requirements, as well as programs and resources available to help the workforce meet the new requirements.

Early Childhood Education (ECE) Help Desk
In Fall 2017, OSSE launched the ECE Help Desk to provide individualized support and address specific questions about the new education requirements. Child care professionals can contact the help desk at ECEhelpdesk@dc.gov or (202) 478-5903 and will receive a response immediately or within 24 hours.

Help Desk on the Road Targeted Presentations
Starting in November 2017, OSSE began conducting targeted presentations at child development facilities throughout DC. These presentations focus on the new education requirements, local education programs and scholarship resources. Initial participating facilities were chosen based on the highest need of the new minimum education credentials of staff. OSSE currently delivers this presentation upon request by the center director or as needed.

College Fairs
OSSE's Division of Early Learning, in partnership with OSSE's Division of Postsecondary and Career Education, facilitates the Adult College Completion Fairs: Early Childhood Educators Edition. This initiative provides focused support to DC's early childhood education workforce in learning about programs and resources to help gain their respective education credential.

Quorum Online Learning
In May 2017, OSSE introduced an online training platform through Quorum. The platform allows child development staff unlimited, 24/7 access to a catalogue of engaging and interactive training courses, including those required for obtaining a Child Development Associate (CDA) credential. All of these courses are available at no cost to the educator. In partnership with Quorum and The Council for Professional Recognition, OSSE developed a CDA guidebook which provides step-by-step guidance on how to obtain CDA instructional hours using Quorum as a resource. Quorum course completion certificates will automatically be inserted into PDIS for each workforce member.

Professional Development Scholarships
OSSE also supports the early learning workforce by providing funding to obtain higher educational credentials. There are three avenues of support: (1) Child Development Associate (CDA) grants; (2) Teacher Education and Compensation Helps (T.E.A.C.H.) scholarships; and (3) First Step program:

Child Development Associate (CDA) Grants

OSSE funds two grantees, CentroNia and Southeast Children's Fund, to provide scholarships and supports through their CDA programs, which are offered in English, Spanish, and Amharic. The grantees also provide scholarship funding to cover the CDA application fee for those who obtain the required instructional hours outside of the grantees' programs, including via Quorum.

T.E.A.C.H. Scholarships
The National Black Child Development Institute (NBCDI) administers this program on behalf of OSSE. In FY2019, there were 140 active scholars (i.e. teachers, directors or expanded home caregivers) in the T.E.A.C.H. program working on either an associate or bachelor's degree.

First Step
OSSE piloted the First Step CDA Career and Technical Education (CTE) program in FY17, which provides high school students the opportunity to graduate with their CDA credential and high school diploma at the same time. OSSE's pilot graduated seven high school students from the First Step program. For the 2018-19 school year, there are currently 116 students in the First Step CDA Program across four DC Public Schools and two DC Public Charter School high school sites. Currently enrolled in the program for the 2019-20 school year, there are 120 students participating, which includes students from the previous school year who are in their second year of the program.

Continuous Service Waiver
OSSE recognizes the value of experience in the field. Facilities can apply for waivers for center directors and teachers who have demonstrated ten years of continuous service in early childhood education. Further information on the waiver application process is available on OSSE's website at https://osse.dc.gov/page/request-waiver.

Q19: Describe the professional development opportunities OSSE provided/offered to child development centers and early care staff in FY19 and FY20 to date including the formats in which they were offered (e.g. face-to-face or online)?

RESPONSE:

In FY19, OSSE provided approximately 926 face-to-face training opportunities for approximately 23,778 participants. Please note that this number is not unique individuals, but the total number of participants. Trainings were delivered by OSSE's Division of Early Learning (DEL), contractors, inter-governmental partners, external partners and a cohort of OSSE-certified trainers. In addition to the training below, on May 26, 2017, OSSE purchased licenses to Quorum, an online professional development platform for the early childhood education workforce. As of Dec. 2019, there were a total of 424 facilities registered, comprised of 321 centers and 103 child development homes/expanded homes. There were a total of 7,857 individual users registered in the online e-learning system. Once each course is completed, educators earn a certificate. A total of 71,694 courses have been completed from May 2017 to Nov. 30, 2019.

The chart below outlines the continuing education topics required of all staff working in a licensed child development facility, per 5-A DCMR Chapter 1. This table includes in-person course offerings, as well as courses available through the online Quorum professional development system.

Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
Child abuse and neglect, prevention, detection and reporting	• Training for Mandated Reporters • Stewards of Children: Child Sexual Abuse Prevention	• Understanding Child Abuse and Prevention
Emergency preparation and response planning for emergencies resulting from a natural disaster or a human-caused event	• Emergency Preparedness	• Keeping Our Children Safe: Planning Ahead and Being Prepared
Prevention of sudden infant death syndrome and use of safe sleep practices, as applicable	• Infant Safe Sleep Practices	• Safe Sleep and Sweet Dreams for Infants
Prevention of shaken baby syndrome and abusive head trauma, as applicable	• Period of Purple Crying	• Understanding Child Abuse and Prevention
First aid and CPR	• Adult/Pediatric First Aid/CPR/AED	• *Must be completed in-person*
Developmentally appropriate programming for infants, toddlers, preschool and/or school-age children, as applicable	• DC Common Core Early Learning Standards 101 • DC Common Core Early Learning Standards 201	• School-Age Care • Teaching with Intention

Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
	• Developmental Milestones for 3-5 Year Olds • Developmentally Appropriate Practice (DAP) for Infants and Toddlers • Early Literacy Series Sessions • Emergent Literacy Series Communities of Practice • Implementing The Creative Curriculum® for Infants, Toddlers and Twos (Two-Day Session) • Implementing The Creative Curriculum® for Preschool (Two-Day Session) • Infant CLASS Sessions • Implementing The Creative Curriculum® for Family Child Care • Nutrition for Early Learners • Pre-K CLASS Sessions • Toddler CLASS Sessions • The Creative Curriculum: Supporting Dual Language Learners • Building Literacy Skills through Literature • Deepening Reading Comprehension through STEM • How to Administer the Ages and Stages Questionnaires, Third Edition (ASQ-3) • Starting Strong: Nutrition for Infants and Toddlers	• The Developing Infant and Toddler • Power of Play • Foundations for Learning Every Day • Developmental Milestones • Learning Environment • Foundations of Curriculum • Juggling Act: Schedules, Routines and Transitions • Responsive Caregiving for Infants and Toddlers • Growing Language for Infants and Toddlers • Dual Language Leaners • Exploring the Piramide Approach • Growing Language for Infants and Toddlers • Inspiring Creativity • Learning Every Day Through the Senses • Phonological Awareness • Piramide: Interactive Storytelling • STEM in the Preschool Classroom • Teaching with Intention • School-Age Care: Learning by Design • Child Assessment: The Essentials of Individualizing

Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
		• Child Language Development and Signs of Delay • From Food to Physical Activity
Prevention and control of infectious diseases, including immunization	• How to Prevent and Control Infectious Diseases	• Cut the Cooties: Communicable Disease Prevention
Administration of medication, consistent with standards for parental or guardian consent	• Administration of Medication (AOM) Training	• Cut the Cooties: Communicable Disease Prevention
Prevention of and response to emergencies due to food and allergic reactions	• Food Allergy Prevention and Response in Early Care and Preschool Settings • Food Handler's Certification	• From Food to Physical Activity
Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water and vehicular traffic	• Building and Physical Premises Safety	• Keeping Our Children Safe: Planning Ahead and Being Prepared • Safe Spaces and Places to Grow and Learn
Poison prevention, including the handling and storage of hazardous materials and the appropriate disposal of bio contaminants	• Children and Fires, Fire Extinguisher Training and Storage of Hazardous Materials	• Keeping Our Children Safe: Planning Ahead and Being Prepared
Developmentally appropriate methods of positive behavior intervention and support	• Addressing Challenging Behaviors • Toddler CLASS: Overview of Emotional and Behavioral Support and Engaged Support for Learning (Basic) • Toddler CLASS: Emotional and Behavioral Support and Engaged Support for Learning (Intermediate) • Pre-K CLASS: Overview of Emotional Support, Classroom Organization and Instructional Support (Basic) • Pre-K Classroom Assessment Scoring System (CLASS): Emotional Support, Classroom Organization and Instructional Support (Intermediate) • Building a Solid Foundation: Social-Emotional Development in Young Children	• Challenging Behavior: Reveal the Meaning • Building Positive Relationships • Building Resilience After Natural Disaster • Learning Environment: How Classroom Arrangement Impacts Behavior • Responsive Caregiving: Nurturing Relationships with Infants and Toddlers

Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
	• Preventing the Preschool-to-Prison Pipeline with Arts Integration • Understanding the Signs of Perinatal Mood and Anxiety Disorder	
Inclusion of children with special needs, including the Americans with Disabilities Act and the Individuals with Disabilities Education Act	• Overview of Special Education • Enhancing Inclusive Practices in Early Childhood Education	• Child Assessment: The Essentials of Individualizing • Child Language Development and Signs of Delay • Developmental Milestones
Communication and collaboration with parents, guardians and families	• Supporting Dual Language Learners • Promoting Nurturing Relationships through Family Engagement and Cultural Inclusion	• Family Engagement • Building Strong Relationships with Families • Honoring All Families
Community health and social services resources for children and families	• Trauma and Resilience: Building Strength in Children	• Family Engagement • Building Strong Relationships with Families • Honoring All Families
Planning developmentally appropriate programs and activities for children and families	• The Creative Curriculum for Preschool: Coaching Teachers to Fidelity of Implementation • Data Basics: Using Data to Enhance Everyday Classroom Practices • Data Basics: Using Data to Enhance Everyday Classroom Practices (Advanced - A Deeper Dive) •	• Foundations of Curriculum
Enhancing self-regulation and self-esteem in children	• Toddler CLASS: Overview of Emotional and Behavioral Support and Engaged Support for Learning (Basic) • Toddler CLASS: Emotional and Behavioral Support and Engaged Support for Learning (Intermediate)	• Building Positive Relationships • Learning Every Day Through the Senses

Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
	• Pre-K CLASS: Overview of Emotional Support, Classroom Organization and Instructional Support (Basic) • Pre-K Classroom Assessment Scoring System (CLASS): Emotional Support, Classroom Organization and Instructional Support (Intermediate) • Trauma and Resilience: Building Strength in Children • Building a Solid Foundation: Social-Emotional Development in Young Children	
Basic or advanced business practices	• Director's Corner: Know Thyself - The Starting Point • Director's Corner: Nurturing and Mentoring - We're in This Together • Director's Corner: Successful Business Planning - Moving Forward Together • Director's Corner: National Association for the Education of Young Children (NAEYC) Streamlined Accreditation Model of Early Learning Programs • Director's Corner: Using NAEYC Code of Ethical Conduct to Address Ethical Issues • Data Basics: Using Data to Enhance Everyday Classroom Practices • Data Basics: Using Data to Enhance Everyday Classroom Practices (Advanced - A Deeper Dive) • Embedded Professional Development	• Administrative Leadership • Essentials of Leadership in Early Childhood Education • Foundations of Quality Teams • Implementing Quality Teams • Program and Classroom Assessment • Teacher Leadership

Q20: List all the professional development opportunities OSSE provided/offered to child development center/homes staff specifically on social emotional skills, behavior, and children with special needs in each for FY19 and FY20, including a description of each training and/or activity.

RESPONSE:

OSSE's professional development system offers 17 trainings that address issues surrounding social emotional development of young children and the behaviors, signs and symptoms that manifest in young children experiencing developmental delays and disabilities. In addition, OSSE provides ongoing opportunities to address the education of young children experiencing developmental delays and diagnosed conditions.
In FY19, OSSE provided 53 sessions on the 17 training topics described below. In FY20 to date, OSSE provided 12 sessions of the trainings described below.

Social-Emotional Development Training Descriptions

- **Addressing Challenging Behaviors**
    - This workshop uses information and materials from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) to help teachers and child care professionals understand why children behave the way they do. It helps teachers and other child care professionals develop universal strategies to address behavior, as well as target intervention strategies.
- **Building a Solid Foundation: Strategies for Promoting Social-Emotional Development in Young Children**
    - This course gleans content from the CSEFEL infant and toddler training modules. Participants engage in hands-on activities that illustrate the importance of positive social-emotional climates for children from birth through age three.
- **FLIP IT: A Strategy for Challenging Behavior**
    - During this training, participants learn the four supportive steps of FLIP-IT, developed by Devereux. These steps are designed to help young children learn about their feelings, gain self-control and reduce challenging behavior. The four steps are embodied in the FLIP-IT mnemonic, which stands for F-Feelings, L-Limits, I-Inquires, P-Prompts.
- **Infant Classroom Assessment Scoring System (CLASS): Overview of Responsive Caregiving (Basic)**
    - In this basic-level training, participants learn about the Infant CLASS domain of Responsive Caregiving and the corresponding dimensions: relational climate, teacher sensitivity, facilitated exploration and early language support. The training demonstrates how to create a more trusting and supportive environment for infants as they learn to explore the world around them.
- **Music and Movement for Infants and Toddlers Parts I and II**
    - The time from birth to 2-years-old is a crucial period to establish foundations that will shape children for the rest of their lives. This two-part professional development series, is an innovative, unique, research-based program that weaves

the arts, brain science and human connection to produce positive developmental outcomes for infants and toddlers. In this interactive workshop, participants learn how sound, movement and rhythm nurture infants' optimal brain development and provide the basis for lifelong learning by building a foundation for bonding, cooperation and empathy. In part I, participants learn about the importance of and the brain science behind integrating sound, rhythm and movement into your infant classrooms. Participants practice music and movement-based strategies they can try in your classroom the next day. In part II, after trying the technique in the classroom, participants come back for further coaching, problem-solving and practice.

- **One Love: Promoting Social-Emotional Learning through African Songs, Dance and Drumming**
    - Through Inner City-Inner Child, the education program of Dumbarton Concerts, participants discover new ways to encourage love, peace and harmony in the early childhood classroom. Singing, dancing, creating and collaborating encourage the social-emotional development necessary for effective learning throughout our lives. In this workshop, early childhood educators learn ways to use movement, music and rhythm to teach social-emotional skills. Multicultural books provide the springboard for arts-infused activities that promote communication, perspective taking, empathy and understanding. Participants use their newly acquired knowledge to create activities they can immediately implement in their classrooms.
- **Pre-K Classroom Assessment Scoring System (CLASS): Overview of Emotional Support, Classroom Organization and Instructional Support (Basic)**
    - In this basic-level training, participants focus on the Pre-K CLASS domains of Emotional Support, Classroom Organization and Instructional Support. The training demonstrates how to create a positive classroom climate and an engaging and language-rich learning environment.
- **Pre-K Classroom Assessment Scoring System (CLASS): Emotional Support, Classroom Organization and Instructional Support (Intermediate)**
    - In this intermediate-level training, participants gain a deeper understanding of the Pre-K CLASS domains of Emotional Support, Classroom Organization and Instructional Support. More specifically, participants distinguish between the characteristics of the three domains and the 10 dimensions that make up the Pre-K CLASS. Participants also examine short videos to compare and contrast levels of classroom quality.
- **Preventing the Preschool-to-Prison Pipeline with Arts Integration**
    - In this interactive session, participants reflect upon and discuss the causes for the preschool-to-prison pipeline and analyze the role arts integration plays in the early childhood curriculum to counter the achievement gap among children of color. Trainers discuss how arts can help promote social-emotional development and academic achievement for children living in poverty.
- **Promoting Nurturing Relationships through Family Engagement and Cultural Inclusion**

  - This training builds on the principles of the Nurturing and Responsive Relationships tier of the Teaching Pyramid. It focuses on helping early childhood educators understand the importance of family engagement and cultural inclusion in a child's social-emotional development. It illustrates how practical strategies might be used in early childhood settings to increase the engagement of parents/guardians in the education of their children and how meaningful family engagement and cultural inclusion contribute to a child's school readiness and healthy social-emotional development.
- **Social and Emotional Learning for Kindergarten through Grade 3**
  - In this session, participants learn how and when different social-emotional competencies develop in young children. Participants practice proven methods that teach children prosocial behaviors and reduce or eliminate maladaptive behaviors. This training is open to educators serving students in pre-K4 through grade 3 in public schools, public charter schools and Head Start agencies in the District of Columbia, with an aim toward increasing coordination between local education agencies (LEAs) and Head Start agencies through joint professional development.
- **Stewards of Children**
  - Adults are the first and most appropriate line of defense in keeping children safe. This training teaches adults how to recognize, respond to and prevent child sexual abuse.
- **Toddler Classroom Assessment Scoring System (CLASS): Overview of Emotional and Behavioral Support and Engaged Support for Learning (Basic)**
  - In this basic-level training, participants learn about the Toddler CLASS domains of Emotional and Behavioral Support and Engaged Support for Learning. The training demonstrates how to provide a supportive and inviting learning environment to facilitate independence, self-regulation, exploration and learning.
- **Trauma and Resilience: Building Strength in Children**
  - In this session, participants learn how trauma can affect a child's developing brain. We discuss how to identify signs of trauma and how to foster resilience in children so that they can develop into emotionally strong adults. We discuss how to access local early childhood mental services.

<u>Inclusive Practices Training Descriptions</u>

- **Ages and Stages Parent Questionnaires**
  This training provides a basic overview on how to use the ASQ-3 developmental screening tool. This course is appropriate for new users, those who are considering adopting the tool and individuals in need of a refresher on 1) the purpose of developmental screening, 2) the features of the tool and 3) how to introduce, administer, score and interpret results of each screening tool.
- **Enhancing Inclusive Practices in Early Childhood Education**
  This training defined inclusive practices such as universal design for learning and multiple intelligences to identify adaptations so all early learners can access the information that is being taught in a variety of learning environments in accordance with the District of Columbia Common Core Early Learning Standards.

- **Overview of Special Education**
  This workshop covers the basics of special education, including special education laws, the process of eligibility and services delivery and the rights of the parent or guardian.

Q21: Provide an update on the full implementation of Capital Quality.

RESPONSE:

Capital Quality is the District's Quality Rating and Improvement System (QRIS). Capital Quality is a systematic approach to assess, improve and communicate the level of quality of a child development facility. Capital Quality has three components: an annual rating, a continuous quality improvement (CQI) plan and process, and a public-facing online profile to convey the quality designation of each child development facility.

Methodology
Capital Quality measures program quality using research-based measures (the Infant-Toddler Rating Scales-Revised (ITERS-R), the Family Child Care Rating Scales-Revised (FCCERS-R) and/or CLASS Pre-K) to evaluate the quality of each program. OSSE has collected observation data for all licensed subsidy facilities and for non-subsidy licensed facilities that voluntarily participate in Capital Quality. The data is used to inform each facility's Capital Quality designation: Developing, Progressing, Quality and High-Quality. The CQI plan includes a set of research-based quality standards that are common to programs that serve children birth to age five. Most of these standards align with the Head Start Program Performance Standards (HSPPS), the Pre-K Enhancement and Expansion Act and the National Association for the Education of Young Children's accreditation standards. The 10 quality indicators in the Capital Quality Continuous Quality Improvement Plans (CQIPs) look at the following:

- Curriculum is aligned to DC Early Learning Standards
- Formal and informal assessments are aligned to curriculum
- Formal and informal assessments are implemented
- Data is used to inform instructional and professional practices
- Using the results of the CLASS™ Pre-K and/or ITERS-R and/or FCCERS-R
- Culturally and linguistically responsive practices are implemented
- Inclusion practices are implemented
- Developmental screenings are implemented
- Early care and education professionals meaningfully engage in professional development
- Family engagement promotes positive and goal-oriented relationships
- Mission statements are reflective of both the program and the families served

Reporting
The public-facing quality profile on mychildcaredc.org will include the facility's designation and additional information that will be beneficial to families including, but not limited to, group size and ratios, curriculum used and the mission of each facility, as appropriate.

Support
To support this effort, each facility participating in Capital Quality has a quality facilitator (provided by a third party grantee of OSSE) who provides one-on-one support to the child development facility director to help them improve quality and monitor progress.

New Capital Quality participants received an initial site visit from a facilitator and OSSE representatives. These visits were conducted to gain a better understanding of the child development facility and their specific needs. The programs received technical assistance (TA) on how to complete the online CQI plan and completed their first complete CQI draft plan within their first year in Capital Quality. The plans were reviewed by the quality facilitators and providers received feedback on the CQI plans. These plans will then be reviewed and updated on an annual basis. Initial and follow-up site visits were conducted with participants, OSSE staff and the quality facilitators. Follow-up site visits were then conducted to gather one-on-one feedback from providers about their experiences in the program (e.g., areas of strength, how OSSE could provide better supports). The valuable feedback received from both the site visits and the community of practice sessions was used to improve the overall design and implementation of Capital Quality. For example, providers indicated that they preferred that meetings were held in the community, rather than the OSSE office, which has since been implemented. Additionally, providers voiced the need for updated curriculum and training, and this need was also addressed.

Progress to Date
In April 2016, OSSE successfully launched the pilot of its redesigned QRIS, Capital Quality. Between March 2017 and January 2019, OSSE welcomed three cohorts of child development facilities in Group Two, Group Three and Group Four.

There were 238 total active facilities in Capital Quality as of December 2019. Facilities that have entered into and maintain an agreement for subsidized child care services with OSSE are required to participate in Capital Quality. Licensed non-subsidy facilities may voluntarily elect to participate in Capital Quality. The following table shows the active facility types as of December 2019.

Facility Type	Subsidy	Non-subsidy	Total
Child Development Centers	165	16	181
Child Development Homes	34	4	38
Expanded Child Development Homes	14	5	19
Total	**213**	**25**	**238**

Beginning Oct. 1, 2018, OSSE transitioned all subsidized child care facilities from their Going for the Gold rating to one of four Capital Quality Designations: (1) High Quality, (2) Quality (3) Progressing, or (4) Developing and all subsidized child care facilities will be reimbursed based on their Capital Quality designation. OSSE implemented a "hold harmless" policy to ensure that the tiered reimbursement for each of the four Capital Quality implementation groups will not be lowered upon initially participating in Capital Quality. If the program's designation lowers during the designated time-frame (which varies for each Capital Quality group), then the tiered reimbursement will remain the same for a period of time (i.e., the program will not receive a lower reimbursement that would be associated with that lower designation). However, if a program earns a higher designation, then the program will receive a higher reimbursement that

aligns with the higher designation. The hold harmless policy is summarized in the following table.

Action	Pilot and Group Two	Group Three	Group Four
Capital Quality designation determined	Fall 2019		
Tiered reimbursement changes **only** if facility designation is **higher**	Fall 2019		
Hold Harmless policy ends; tiered reimbursement aligns to facility designation whether higher or lower	Fall 2020	Fall 2021	Fall 2022

OSSE completed the Capital Quality rating and designation process for facilities participating in the Pilot, Group Two, Group Three and Group Four in Fall 2019. Subsidy facilities that received a higher designation in Fall 2019 began receiving the higher tiered reimbursement effective Oct. 1, 2019.

Facilities that enter into a new subsidy agreement after Oct. 1, 2018 are designated Preliminary until a Capital Quality rating and designation is determined based on observation data.

In September 2019, the authorized representative from each child development facility that participates in Capital Quality had an opportunity to review the accuracy of their facility's Capital Quality rating, designation and review the calculations. This review process is referred to as validation. Each year, child development facility owners, center directors and home providers ("providers") will have an opportunity to review the scores used to calculate their facilities' Capital Quality rating and designation. Providers will also have the opportunity to review for accuracy other information that will be included in their facilities' Capital Quality profile, which will be accessed through My Child Care DC. Validation is a passive process, meaning if a provider does not submit any concerns during the validation time period, OSSE considers the Capital Quality rating, designation and all other information to be final.

In November 2019, all Capital Quality participants received their official Capital Quality designation notification letter and certificate based on the Hold Harmless policy. These designations are in effect for each facility for FY 2020 and the observation-based designations are valid for up to three years.

Q22: Please detail outcomes of the Pre-K Enhancement and Expansion Grant Program for FY19 and FY20 to date. For each of these grants, please list each award recipient, the amount awarded, the type and amount of funds used to support the program, the number of at-risk students served, and the criteria used to select grant recipients.

RESPONSE:

In accordance with the requirements of the Pre-K Act and Chapter 35 (Pre-K Enhancement and Expansion Funding) of Title 5 (Education), Subtitle A (Office of the State Superintendent of Education) of the District of Columbia Municipal Regulations (DCMR), OSSE allocates funding in an amount consistent with the Uniform per Student Funding Formula (UPSFF) rate, to eligible community-based organizations (CBOs) to provide and maintain high-quality pre-K education services. The regulations define general eligibility requirements that each pre-K program must meet and maintain in order to receive funding allocation through the program including criteria related to determination of eligibility for enrolled children, required class size, program length and operating hours and participation in the Child and Adult Care Food Program (CACFP). Moreover, the regulations outlined the high-quality standards pre-K programs must meet and maintain to receive funding, which include the following:

- Maintenance of defined adult-to-child ratios;
- Consistent use of a comprehensive curriculum that is aligned with DC's early learning standards;
- Accreditation by a national accrediting body approved by OSSE;
- Utilization of assessment tools that are aligned with the program's chosen curriculum;
- Employment and retention of teachers and teacher assistants who meet or exceed minimum educational requirements;
- Equitable wages for educators comparable to the public school system in DC;
- Professional development and coaching support for educators;
- Opportunities for families to participate in and support the program's educational mission as active partners in their child's learning and development;
- Plans to ensure inclusion of children with disabilities, in accordance with federal-stated goals;
- Safe, secure and developmentally appropriate space for use as classrooms;
- Daily active play for each pre-K age child;
- Maintenance of a process for ongoing program assessment and continuous quality improvement;
- Provision of comprehensive health and support services for all children enrolled in the program (e.g., developmental, vision and health screenings); and
- Compliance with program guidelines and reporting requirements.

In addition to the requirements guiding eligibility and program quality, the regulations also broadened access to high-quality early learning programs by maximizing the utilization of multiple funding sources. As such, Pre-K Enhancement and Expansion community-based organization (CBOs) are required to use funding allocated to supplement, and not supplant,

existing federal and local funding sources, such as those available through subsidized child care and the Head Start program.

FY19

In FY19, all applicants who applied and met the high-quality standards were designated as high-quality pre-k programs. Specifically, OSSE designated three new CBOs as high-quality pre-K programs and allocated funding consistent with the UPSFF for each student enrolled in a Pre-K Enhancement and Expansion classroom. Additionally, in accordance with the Early Learning Equity in Funding Amendment Act, (D.C. Law 22-9; D.C. Code § 38-271.06(b)(1)), OSSE will also provide a supplemental allocation in the amount of $2,334 for each child identified as at-risk (homeless, foster, or TANF/SNAP) that is enrolled in a Pre-K Enhancement and Expansion classroom. The list of FY19 award recipients is provided in Table 2 below.

Table 1: FY19 Pre-K Enhancement and Expansion Grant Participants

PROGRAM NAME	NUMBER OF 3-YEAR OLDS	NUMBER OF 4-YEAR OLDS	TOTAL # OF UPSFF ELIGIBLE CHILDREN	AMOUNT FUNDED SUBSIDY AND PRE-K FUNDS COMBINED
Associate for Renewals in Education (ARE)	3	5	8	$146,498.00
Barbara Chambers Children's Center	64	48	112	$2,137,478.00
Big Mama's Children Center	7	8	15	$286,491.00
Bright Beginnings	13	10	23	$152,293.00
Bright Start Childcare and Preschool	10	16	26	$442,564.00
CentroNia	62	42	104	$1,850,315.00
Children's Hut	20	12	32	$624,023.00
Christian Tabernacle Child Development Center	12	3	15	$309,633.00
CommuniKids Preschool	44	35	79	$1,122,643.00
Dawn to Dusk Child Development Center	13	3	16	$326,302.00
Easter Seals Child Development Center	16	0	16	$297,266.00
Educare of Washington DC	38	50	88	$1,079,910.00
Edward C. Mazique Parent Child Center, Inc.	9	6	15	$296,417.00
GAP Community Child Development Center	9	5	14	$246,274.00
Happy Faces Early Learning Academy	27	15	42	$807,100.00
Home Away From Home Child Development Center, Inc.	5	3	8	$161,198.00
Ideal Child Development Center	8	5	13	$233,903.00
Jubilee Jumpstart	13	2	15	$252,765.00
Kids are Us Learning Center	9	2	11	$230,014.00
Kuumba Learning Center, Inc.	13	6	19	$383,862.00
Nation's Capital Child and Family Development	7	5	12	$242,777.00

PROGRAM NAME	NUMBER OF 3-YEAR OLDS	NUMBER OF 4-YEAR OLDS	TOTAL # OF UPSFF ELIGIBLE CHILDREN	AMOUNT FUNDED SUBSIDY AND PRE-K FUNDS COMBINED
National Children's Center	25	12	37	$746,281.00
Paramount Child Development Center	20	8	28	$530,880.00
Rosemount Center	33	15	48	$829,771.00
Spanish Education Development (SED) Center	39	13	52	$1,023,588.00
Sunshine Early Learning	38	29	67	$1,288,988.00
Total	**557**	**358**	**915**	**$16,049,234.00**

Pre-K Enhancement and Expansion CBOs that maintained their High-Quality Designation	New Programs
Associates for Renewal in Education, Inc.	Children's Hut
Barbara Chambers Children's Center	Christian Tabernacle Child Development Center
Big Mama's Children Center	Emergent Preparatory Academy
Bright Beginnings	
Bright Start Childcare and Preschool	
CentroNía	
CommuniKids Preschool and Children's Language Center	
Dawn to Dusk Child Development Center	
Educare of Washington DC	
Edward C. Mazique Parent Child Center, Inc.	
GAP Community Child Development Center	
Happy Faces Early Learning Academy	
Home Away From Home Child Development Center, Inc.	
Ideal Child Development Center	
Jubilee JumpStart	
Kids Are Us Learning Center	
Kuumba Learning Center, Inc.	
Nation's Capital Child and Family Development	
National Children's Center	
Paramount Child Development Center	
Rosemount Center	
Spanish Education Development (SED) Center	
Sunshine Early Learning	

FY20

In FY20, all applicants who applied and met the high-quality standards were designated as high-quality pre-K programs. Specifically, OSSE designated two new CBOs as high-quality pre-K programs and allocated funding consistent with the UPSFF for each student enrolled in a Pre-K Enhancement and Expansion classroom. Additionally, in accordance with the Early Learning Equity in Funding Amendment Act, (D.C. Law 22-9; D.C. Code § 38-271.06(b)(1)), OSSE will also provide a supplemental allocation in the amount of $2471 for each child identified as at-risk (homeless, foster, or TANF/SNAP) that is enrolled in a Pre-K Enhancement and Expansion classroom. The list of FY20 award recipients is provided in Table 1 below.

Table 1: FY20 Pre-K Enhancement and Expansion Grant Participants

Program Name	NUMBER OF 3-YEAR OLDS	NUMBER OF 4-YEAR OLDS	TOTAL # OF UPSFF ELIGIBLE CHILDREN	AMOUNT FUNDED SUBSIDY AND PRE-K FUNDS COMBINED
Associate for Renewals in Education (ARE)	11	5	16	$345,325
Barbara Chambers Children's Center	48	64	112	$2,234,045
Big Mama's Children Center	10	6	16	$305,350
Bright Beginnings	16	16	32	$223,713
Bright Start Childcare and Preschool	22	10	32	$540,220
CentroNia	56	48	104	$1,885,463
Children's Hut	26	6	32	$655,341
Christian Tabernacle Child Development Center	11	5	16	$335,441
CommuniKids Preschool	90	45	135	$1,980,514
Dawn to Dusk Child Development Center	24	8	32	$691,528
Easter Seals Child Development Center	9	7	16	$344,447
Educare of Washington DC	41	47	88	$1,584,043
Edward C. Mazique Parent Child Center, Inc.	14	2	16	$324,403
GAP Community Child Development Center	8	8	16	$324,240
Happy Faces Early Learning Academy	16	16	32	$669,060
Home Away From Home Child Development Center, Inc.	13	2	15	$302,683
Ideal Child Development Center	12	4	16	$313,200
Jubilee Jumpstart	7	9	16	$286,701
Kids Are People Too	16	0	16	$307,984
Kids are Us Learning Center	8	8	16	$339,066
Kuumba Learning Center, Inc.	10	6	16	$344,886
Nation's Capital Child and Family Development	9	7	16	$334,563
National Children's Center	23	9	32	$691,089

Program Name	NUMBER OF 3-YEAR OLDS	NUMBER OF 4-YEAR OLDS	TOTAL # OF UPSFF ELIGIBLE CHILDREN	AMOUNT FUNDED SUBSIDY AND PRE-K FUNDS COMBINED
Paramount Child Development Center	18	12	30	$590,682
Rosemount Center	33	15	48	$882,703
Spanish Education Development (SED) Center	32	38	70	$1,404,878
Sunshine Early Learning	64	16	80	$1,660,100
St. Philips Child Development Center	16	0	16	$307,984
Total	**663**	**419**	**1082**	**$20,209,652**

Pre-K Enhancement and Expansion CBOs that maintained their High-Quality Designation	FY20 New Programs
Associates for Renewal in Education, Inc.	Kids Are People Too
Barbara Chambers Children's Center	St. Philips Child Development Center
Big Mama's Children Center	
Bright Beginnings	
Bright Start Childcare and Preschool	
CentroNía	
Children's Hut	
Christian Tabernacle Child Development Center	
CommuniKids Preschool and Children's Language Center	
Dawn to Dusk Child Development Center	
Educare of Washington DC	
Edward C. Mazique Parent Child Center, Inc.	
Emergent Preparatory Academy	
GAP Community Child Development Center	
Happy Faces Early Learning Academy	
Home Away From Home Child Development Center, Inc.	
Ideal Child Development Center	
Jubilee JumpStart	
Kids Are Us Learning Center	
Kuumba Learning Center, Inc.	
Nation's Capital Child and Family Development	
National Children's Center	
Paramount Child Development Center	
Rosemount Center	
Spanish Education Development (SED) Center	

Sunshine Early Learning	

Q23: Please provide a narrative update of OSSE's oversight of the Early Head Start program in the District. At a minimum, please include the following information: how many children are currently enrolled in the District's early head start program and where are the individual programs located in the District?

RESPONSE:

The federal U.S. Department of Health and Human Services, Administration for Children and Families (ACF), Office of Head Start (OHS) provides grants to local public and private non-profit and for-profit agencies to provide Head Start and Early Head Start services in the District. The table below provides the number of children enrolled in Head Start and Early Head Start programs.

HEAD START PROGRAM PARTICIPATION FOR FY19

Program	Early Head Start Home-Based[1]	Early Head Start Center	Head Start Center	Total Enrollment by Grantee
DCPS			5,182	5,182
Bright Beginnings, Inc.	64	104	45	213
CentroNía	48	24		72
Rosemount	77	39		116
Martha's Table	2	27	4	33
Edward C. Mazique Parent Child Center, Inc.		156		156
United Planning Organization (UPO)				384
Educare of Washington, DC[2]		72		
Atlantic Gardens		16		
Azeeze Bates		16		
Ballou High School		16		
Christian Tabernacle		24		
C.W. Harris Elementary School		16		
Dunbar High School		8		
Edgewood		16		
Fredrick Douglass		24		
Ketcham Elementary School		16		
Luke C. Moore High School		8		
Marie Reed		8		
Roosevelt High School High School		16		
Woodson High School		8		
Spanish Education Development (SED) Center		36		
Anacostia High School		16		
Paradise		16		
Healthy Babies (pregnant moms)		52		

[1] The Head Start Home-Based Program Option is designed to meet the needs of children, families and communities, and allows the parent to provide care and education in the home, while receiving support from a Head Start provider who sends a home visitor once a week to plan activities and lesson plans. In addition, twice a month, parents and child meet with other children and parents.
[2] Educare of Washington, DC is a delegate of UPO.

Program	Early Head Start Home-Based[1]	Early Head Start Center	Head Start Center	Total Enrollment by Grantee
Home-Based Program	84			84
OSSE Quality Improvement Network (QIN)		366		366
Total Enrollment by Model	**275**	**1,100**	**5,231**	**6,606**

OSSE does not provide direct oversight to Head Start programs in the District. OSSE's role in Head Start programs include the following:

(1) Leading the District's Head Start State Collaboration Office (HSSCO);
(2) Administering the Early Head Start-Child Care Partnership (EHS-CCP); and
(3) Coordinating with Local Education Agencies.

Head Start State Collaboration Office (HSSCO)
OSSE receives the Head Start State Collaboration grant from the U.S. Department of Health and Human Services, Administration for Children and Families (ACF), Office of Head Start (OHS) and leads the Head Start State Collaboration Office (HSSCO) which works to enhance state coordination and partnerships to meet the unique needs and challenges of low-income children and families in the District. The HSSCO supports ongoing collaboration on crucial issues, such as family and community engagement, continuity of care for children, comprehensive services and supports and ongoing professional development for early learning professionals. Additionally, the HSSCO works in collaboration with the District's State Early Childhood Development Coordinating Council (SECDCC) to address gaps in early care and education service delivery, improve the overall quality of delivery services to low income children and their families, and improve coordination of services and information exchange between various programs within the early care and education system.

Administering the Early Head Start-Child Care Partnership
In 2015, OSSE was awarded the Early Head Start-Child Care Partnership (EHS-CCP) grant and used the funds to develop a neighborhood-based Quality Improvement Network (QIN) to build capacity, increase access and enhance the quality of care for infants and toddlers. The QIN is comprised of two hubs - United Planning Organization (UPO) and Mary's Center. Mary's Center was replaced by Easterseals DC MD VA in 2019 when the QIN grant was re-competed. All services provided through this initiative are full-day and full-year. All facilities that participate in the QIN are required to meet EHS standards. In addition, OSSE received a federal expansion grant to support an additional 166 EHS-eligible children in March 2019. Accordingly, OSSE is maximizing the impact of the QIN by leveraging local, and federal funding to increase the number of children birth to three years old receiving an EHS quality experience.

*Coordinating with Local Education Agencies***:**
The Every Student Succeeds Act (ESSA) emphasizes coordination and quality of Head Start programs. Local educational agencies (LEAs) receiving Title I funds must develop a written Memorandum of Agreement (MOA) with Head Start programs, and other early learning programs if feasible, on records, parent communication, staff training, student needs, transition, and services (ESSA Sec. 1119). OSSE had an ESSA Working Group to coordinate and

collaborate with the DCHSA and interested LEAs. The goal of the working group was to draft a model citywide MOA that outlines how LEAs will work with Head Start and other early childhood programs.[3] LEAs applying for Title I funds and serving pre-K or kindergarten signed an MOA with HSAs as part of their Elementary and Secondary Education Act (ESEA) annual application to OSSE for federal funds. The working group provided a model, citywide MOA to ease the challenges of coordinating with the Head Start providers. LEAs had the option to sign the citywide MOA or sign individual MOAs with all District Head Start agencies sending students to their LEA. The final citywide MOA and supporting documents are posted here.The District of Columbia has expanded and aligned efforts of both Early Head Start and Head Start programs to better meet the needs of children from infancy through preschool age. Through this continuum of support, the District is focused on providing more young children access to high-quality early learning opportunities needed to succeed in school and beyond.

[3] The National Head Start Association and Council of Chief State School Officers provided a comprehensive toolkit and sample MOAs to help guide the work. These resources are available at https://www.nhsa.org/our-work/initiative/essa-toolkit.

Q24: Please provide a copy of the 2019 State of Pre-K Report.

RESPONSE:

The 2019 State of Pre-K Report to the Council has been completed and is currently in EOM's internal clearance process per EOM protocols, and will be submitted to Council shortly.

Q25: Describe to the impact of the expansion of infant and toddlers eligible to receive Early Intervention services.

RESPONSE:

OSSE provides early intervention services to infants and toddlers experiencing developmental delays through the Strong Start Program.

As of July 1, 2018, the eligibility criteria for services was expanded to 25% delay in one area of development. For FY19, out of the 1311 children found eligible, 325 children were identified with a 25% delay in one area and provided with early intervention services that they otherwise would not have received under the previous eligibility criteria.

The change in eligibility has also contributed to the increase of the number of referrals made to the program. There was an increase of unduplicated referrals from FY18 to FY19 of 10.6% compared to an increase of 5.9% from FY17 to FY18.

To prepare for the expansion of services, OSSE made changes in service coordination and provider availability. OSSE needed to address the need for efficient and streamlined service coordination. OSSE transitioned the service coordination function into Strong Start and also developed three regions, each one with a team of service coordinators and a supervisor. Families are now served by one service coordinator during their entire period in early intervention allowing enhanced communication, ability to provide consistent and effective services for families in DC EIP, and an efficient distribution of cases to be able to continue to meet all federally mandated timelines for the Individuals with Disabilities Act (IDEA)- Part C.

Strong Start has worked with all vendor agencies and Managed Care Organization (MCOs) to maintain a sufficient amount of early interventionists who provide early intervention services. Through the implementation of the Natural Learning Environment Practices approach OSSE has continued to build on the capacity of providers and service coordinators to address the developmental needs of all eligible children. Despite the increase in referrals, to this date Strong Start has been able to deliver early intervention services with no gaps or shortages in services. For more on OSSE's work to implement the Natural Learning Environment Practices approach, please see Q27.

Strong Start has continued to provide quality services and attained meet requirements status with the U.S Department of Education's Office of Special Education Programs (OSEP) on all federal indicators even as the program services more children over time.

Q26: Please provide the following details about the Strong Start DC Early Intervention Program (DC EIP) during FY18 and FY19:

(a) **Number and percent of referrals, by source (e.g. parent, primary care physician, other medical provider, teacher, child development center, Medicaid MCO, home provider);**
(b) **Number of repeat referrals of the same child by referral source(s) and ward;**
(c) **Number of children found eligible as a result of the referral;**
(d) **Number of children found ineligible but with at least 25% delay in one domain of development;**
(e) **Number and percent of children evaluated from overall pool of children referred in total and by ward;**
(f) **Number of evaluations by source of payment (Medicaid, MCO, or EIP), discipline of the evaluator(s) involved, and provider/contractor;**
(g) **Number and percent of children who were not fully evaluated, the reason they were not evaluated, and by ward;**
(h) **Number and percent of children receiving an eligibility determination and Individualized Family Service Plan within 45 days of referral;**
(i) **Number and percent of children receiving services within 30 days of receiving the Individualized Family Service Plan;**
(j) **The number of children who received particular types of services (e.g. occupational therapy, physical therapy, specialized instruction, assistive technology, psychological services, vision, transportation, respite, and family counseling/training/home visitation); and**
(k) **Number of children receiving services, by funding source (e.g. Medicaid MCO, Medicaid fee for service, no insurance); and**
(l) **Any budgetary reforms made during FY19.**

RESPONSE:

(a) Number and percent of referrals, by source (e.g. parent, primary care physician, other medical provider, teacher, child development center, Medicaid MCO, home provider);

The total number of referrals below includes potential referrals for one child from more than one referral source.

	FY19		FY20 to date	
Referral Source	**Number**	**Percent**	**Number**	**Percent**
CFSA	57	2.34%	9	1.44%
Child Development Centers	205	8.40%	63	10.10%
Clinics	904	37.03%	245	39.26%
Community-Based Organizations	93	3.81%	27	4.33%
Hospitals	221	9.05%	61	9.78%

	FY19		FY20 to date	
Medicaid Manage Care Organizations (MCO)	19	0.78%	1	0.16%
Other	57	2.34%	10	1.60%
Other Government Agencies	34	1.39%	7	1.12%
Parent/Family	474	19.42%	105	16.83%
Physician's Offices	377	15.44%	96	15.38%
Totals	**2441**	**100%**	**624**	**100%**

(b) Number of repeat referrals of the same child by referral source(s) and ward;

For FY19, 285 of the 2,240 unduplicated referrals received were referred more than once by multiple sources. Below is the breakdown by ward.

Ward	Total # of repeat referrals
1	26
2	8
3	10
4	37
5	36
6	31
7	59
8	78
Out of District	0
Grand Total	**285**

One hundred nineteen (119) of the 285 referrals were referred more than once by a single referral source. Below is the breakdown by referral source.

Referral Source	Total
CFSA	7
Child Development Centers	10
Clinics	51
Community-Based Organizations	2
Hospitals	12
MCO	2
Other	1
Other Government Agencies	0
Parent/Family	22
Physician's Offices	12
Grand Total	**119**

For FY20 to date, 17 of the 613 unduplicated referrals received were referred more than once. Below is the breakdown by ward.

Ward	Total # of repeat referrals
1	4
2	1
3	0
4	2
5	3
6	2
7	1
8	4
Out of District	0
Grand Total	**17**

Six (6) of the 17 referrals were referred more than once by a single referral source. Below is the breakdown by referral source.

Referral Source	Total
CFSA	1
Child Development Center	2
Clinics	3
Grand Total	**6**

(c) Number of children found eligible as a result of the referral;

Year	Number of Children
FY 2019	1311
FY20 to date	175

(d) Number of children found ineligible but with at least 25% delay in one domain of development;

This is no longer applicable. As of July 1, 2018, the eligibility criteria was expanded to 25% delay in one area of development.

For FY19, out of the 1311 children found eligible, 325 children were identified with a 25% delay in one area and provided with early intervention services that otherwise they would not have received under the old eligibility criteria.

(e) Number and percent of children evaluated from overall pool of children referred in total and by ward;

The total number of referrals is the unduplicated count of children that were referred to Strong Start. The number of children referred is greater than the number evaluated for various reasons, including but not limited to, attempts to contact family unsuccessful, child unavailable and family deciding not to proceed with evaluation upon referral.

	FY19			FY20 to Date*		
	Number Referred	**Number Evaluated**	**% Evaluated**	**Number Referred**	**Number Evaluated**	**% Evaluated**
Overall	2240	1533	68%	613	196	32%

**For FY20 to Date: 129 children referred are still within their 45-day timeline.*

Ward	FY19			FY20 to Date*		
	Number Referred	**Number Evaluated**	**% Evaluated**	**Number Referred**	**Number Evaluated**	**% Evaluated**
1	242	163	67%	65	23	35%
2	79	61	77%	21	10	48%
3	103	88	85%	25	13	52%
4	345	251	73%	83	28	34%
5	324	237	73%	98	31	32%
6	309	238	77%	89	31	35%
7	383	238	62%	100	26	26%
8	451	255	57%	129	34	26%
Out of Dist.	4	2	50%	3	0	0%

**FY20 to Date: 145 children referred are still within their 45-day evaluation timeline.*

(f) Number of evaluations by source of payment (Medicaid, MCO, or EIP), discipline of the evaluator(s) involved, and provider/contractor;

DC EIP and MCO are the only source of payment options allowed by the program, below is the breakdown:

Source of payment \ Evaluation Agency	**FY19**	**FY20 to date**
DCEIP	**689**	**171**
Coastal Healthcare	545	105
Connections Therapy Center – DC Location	21	0
Epic Development Services	6	0
Kids In Motion	1	0
Little Feet and Hands	11	0

Source of payment \ Evaluation Agency	FY19	FY20 to date
Milestone Therapeutic Services, LLC	87	19
National Speech/Language Therapy Center, Inc.	8	1
National Children's Center	10	0
Strong Start	0	46
	3	2
MCO	**692**	**196**
Coastal Healthcare	191	39
Epic Development Services	2	0
Kids In Motion	475	147
Little Feet and Hands	0	1
Milestone Therapeutic Services, LLC.	21	9
National Speech/Language Therapy Center, Inc.	2	0
National Children's Center	1	0
Grand Total	**1381**	**367**

(g) Number and percent of children who were not fully evaluated, the reason they were not evaluated, and by ward;

For FY19 see chart below:

Reason not evaluated	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8	Out of Dist.	Total
Attempts To Contact Unsuccessful	10	1	1	14	15	6	24	30	1	**102**
Child Unavailable - Hospitalized								1		**1**
Child Unavailable - Not in State					5			1		**6**
Guardian Withdrawal	5			10	9	9	16	13		**62**
Inappropriate Referral	1			1		1			1	**4**
Moved Out of State					1	1				**2**
Other			1	1						**2**
Still open	27	10	10	29	37	41	34	49	1	**238**
Number of children not evaluated	**43**	**11**	**12**	**55**	**67**	**58**	**74**	**94**	**3**	**417**
% not evaluated	**65%**	**52%**	**48%**	**66%**	**68%**	**65%**	**74%**	**73%**	**100%**	**68%**

Attempts to contact unsuccessful - Service coordinators are required to make three attempts to establish contact with a family via phone at different days and times. After the third attempt, the service coordinator mails a letter to the family indicating that Strong Start needs to hear from them within seven calendar days in order to keep the case open.

Still open – A case is marked as "still open" when a service coordinator has established contact with a family and they are still in the process of evaluating and/or conducting an IFSP. It can include cases that are still within the 45 day timeline or cases past the timeline due to family delay, evaluation delay or program delay.

(h) Number and percent of children receiving an eligibility determination and Individualized Family Service Plan within 45 days of referral;

OSSE reports annually to the U.S. Department of Education on the number and percent of children receiving an eligibility determination and Individualized Family Service Plan within 45 days of referral in its Annual Performance Report (APR). This is Indicator 7 in the APR which is submitted in February of each year and published on the OSSE website upon finalization in April. The data are as follows:

Year	Number of Children	Percent of Children
Federal Fiscal Year (FFY) 2017 (April 2018 -June 2018 - 4th Qtr.)	318	94.97%

(i) Number and percent of children receiving services within 30 days of receiving the Individualized Family Service Plan;

Indicator 1 in the APR also includes data on the number and percent of children receiving services within 30 days of a child's Individualized Family Service Plan.

Year	Number of Children	Percent of Children
Federal Fiscal Year (FFY) 2017 (April 2018-June 2018 - 4th Qtr.)	430	87.44%

(j) The number of children who received particular types of services (e.g. occupational therapy, physical therapy, specialized instruction, assistive technology, psychological services, vision, transportation, respite, and family counseling/training/home visitation); and

The number of children who received particular types of services (e.g. occupational therapy, physical therapy, developmental therapy, assistive technology, psychological services, vision, transportation, respite, and family counseling/training/home visitation):

Service	Number of children receiving service (FY19)	Number of children receiving service (FY20 to date)
Speech/Language Pathology (SLP)	1724	1001
Physical Therapy (PT)	662	411
Occupational Therapy (OT)	485	276
Developmental Therapy (DT)	288	158
DT – Applied Behavior Analysis (ABA)	134	71
Vision Services	21	7

Hearing Services	15	9

**A child may receive more than one service.*

(k) Number of children receiving services, by funding source (e.g. Medicaid MCO, Medicaid fee for service, no insurance)

Payor Source/Insurance	Number of Children (FY19)	Percentages (FY19)	Number of Children (FY20 to date)
DC EIP	881	39.5%	549
Medicaid MCO	1271	56.9%	752
Fee For Service Medicaid	80	3.6%	54
Total	2232	100%	1355

(l) Any budgetary reforms made during FY19.

No budgetary reforms were made during FY19.

Please note, the data provided in OSSE's responses to the question above may not always be consistent with data points provided by OSSE in federal or other reporting requirements due to specific business rules for particular requirements.

Q27: What progress has early intervention made in implementing the Natural Learning Environment Practices (NLEP) and what changes has OSSE seen as a result?

RESPONSE:
The District of Columbia Early Intervention Program, Strong Start, supports and complies with the federal law and regulations that require early intervention services to be family centered, community-based, and provided in the natural environment, to the maximum extent appropriate.

Natural environments are more than places. The critical component of early intervention practice is to embed services and supports into naturally occurring learning opportunities. Natural environments are settings where the child, family, and care providers participate in everyday routines and activities that are important to them and serve as important learning opportunities. Early intervention providers support families to promote functional participation in these activities. A provider coaching a mother to use techniques to help her son pick up and hold a spoon, fill it with yogurt and get it to his mouth during breakfast in the kitchen at their home so that he can learn to feed himself and enjoy a meal with his family is an example of providing interventions in a natural environment. Interventions within the context of a naturally occurring learning activity create opportunities for children to learn and practice skills that promote participation, build relationships; and get their needs and wants met.

Progress to implement NLEP
In January of 2018, Strong Start held the Natural Learning Environment Practices (NLEP) Learning Initiative Kick-Start meeting, where 108 early intervention providers and service coordinators attended. At this meeting we introduced providers to Strong Start's plan to roll out a series of NLEP trainings over time, including the NLEP training series and the "Coaching in Action" book club series. Between March and September 2018 trainings and presentations for early interventionists, service coordinators and sister agencies were conducted in which topics included NLEP framework overview, evidence-based practices, interest-based learning and family routines, coaching interaction style, and teaming and primary service provider approach. Based on evaluation forms, 94% of the participants reported overall satisfaction with the trainings and on average 92% reported that the training increased their knowledge.
To date, Strong Start has been able to fully implement all of the principles of NLEP with the exception of the primary service provider (PSP) and teaming approach. Strong Start plans to fully implement this last principle in the summer of 2020 by requiring agencies that deliver services implement all principles of NLEP and specifically the PSP approach that requires one primary service provider to work in partnership with the family to address the outcomes listed in the Individual Family Service Plan (IFSP). The primary provider will be joined by other members of the intervention team, which includes a service coordinator and potentially other trained professionals depending on the child's needs. These professionals may include occupational therapists, speech therapists, physical therapists, and developmental therapists.

While the PSP and teaming approach are still in progress, Strong Start began incorporating teaming meetings for service coordinators during regional meetings in 2019 and in June 2019 supporting and attending meetings hosted by provider agencies. During teaming meetings service coordinators had the opportunity to use real scenarios and case studies, present them to their

peers, and receive feedback using a teaming approach. This again built the capacity of our service coordinators to better serve our families using natural learning environment practices. For provider agencies, the Strong Start clinical manager attended four meetings with agencies that have multiple disciplines, with therapists that have been trained in NLEP and are actively coaching in the community. The clinical manager served as an observer and helped to facilitate when necessary. The agencies have reported back to Strong Start that they are starting to meet with their team more regularly, using a teaming approach, and that this method has resulted in therapists feeling more comfortable in their skillset, more comfortable seeking support from other therapists and overall more acclimated to using a coaching interaction style in their work. Strong Start also implemented the *Coaching Handbook Book* study workgroup, and to date two cohorts have been completed with 16 early interventionists and 6 service coordinators. The focus of the book study was to provide early interventionists an opportunity to discuss and effectively team around aspects of the NLEP framework in a more in-depth and guided setting. In March 2019, Strong Start initiated monthly NLEP coaching reflection groups. Early interventionists, early childhood educators, and service coordinators were all invited to participate in teaming opportunities around current topics in the field of early intervention. The providers gave support and helped to build colleague capacity by way of using reflective questions. Over 50 individual early interventionists and service coordinators participated in the reflection groups in FY19 and the groups have continued for FY20 on a monthly basis.

Lastly, in FY19, the Strong Start clinical team updated and enhanced the pre-service requirements for all new early interventionists coming into DC EIP. Specifically, the new provider foundations training now include all aspects of the Strong Start system focusing on the major components of the NLEP framework, with a cursory introduction to coaching and how services are rendered using this approach.

Strong Start Evaluation Team
In FY2019, Strong Start brought evaluation services in-house after previously being comprised of external contractors. This team of a speech-language pathologist, physical therapist, occupational therapist, and special educator completes initial eligibility evaluations and assessments, and IFSP's for children whose payer is DC Early Intervention Program. Additionally, the evaluation team will assist the program in providing training and support to early interventionists and agencies, as the program moves towards fidelity with the NLEP framework.

Outcomes
Several positive outcomes have occurred as of a result of these implementation steps. First, OSSE has ensured that early intervention in DC is provided in a manner with consistent implementation that is based upon current evidence-based practice research. Second, OSSE has created shared understanding and expectations for all early intervention providers in the District of Columbia. Third, as a result of the feedback received during the NLEP trainings, Strong Start revised the New Hire Foundations Training content to reflect all aspects of the NLEP Framework and to set a foundation for providers who are new to DC Early Intervention. Fourth, NLEP supports parents and caretakers in understanding the critical role of everyday activity settings and child interests as the foundation for children's learning opportunities. We expect to be able

to develop stronger participatory goals for families that are embedded within their normal routines which results in more practice on a particular skill.

Q28: Regarding children who exited Part C services in FY19:
(a) Number and percent of children who are meeting age-expectations in areas of previous delay at exit;
(b) Number and percent of children eligible for Part B services who have an IEP by age 3;
(c) Number and percent of children eligible for Part B who have a placement (also called a specific location for services) to implement their IEP by age 3;
(d) Number and percent of children eligible for Part B who have all their IEP special education and related services commence by age 3;
(e) Number and percent of children eligible for Part B who have a placement to implement their IEP by age 3;
(f) Percent of the time transition conferences that are attended by Part B staff and LEA staff;
(g) Number of children exited by type of placement or services after age 3 (eg, DCPS school, charter school, home, private school, child development center); and,
(h) Percent of children in Part C who are ultimately deemed eligible for Part B (even if Part B eligibility decided after age 3).

RESPONSE: Q28 Attachment - August 2019 DL Court Report.pdf

Please find attached the August 30, 2019 DL Court report. Numerical reporting included in this report reflects court-established metrics.

Please note the data provided in OSSE's responses to the question below may not always be consistent with data points provided by OSSE in federal or other reporting requirements due to specific business rules for particular requirements.

(a) Number and percent of children who are meeting age-expectations in areas of previous delay at exit;

Federal Fiscal Year 2017 (FFY17) data from the IDEA Annual Performance Reports

Outcomes	Number of children	Percentage	Target	Status
Outcome A – Positive social-emotional skills (including social relationships)	387	77.56%	68%	Met Target
Outcome B – Acquisition and use of knowledge and skills (including early language/communication)	319	63.93%	49%	Met target
Outcome C – Use of appropriate behaviors to meet their needs	402	80.56%	73%	Met Target

(b) Number and percent of children eligible for Part B services who have an IEP by age 3;

Reporting Year	Students with timely IEP[1]	Students transitioning from Part C to Part B[2]	Percentage of students with timely IEP
FFY2017	98	100	98.0%
FFY2018	131	132	99.2%

[1]Number of students with an IEP finalized by their third birthday
[2]Number of students who were in the reporting universe for IEPs

(c) Number and percent of children eligible for Part B who have a placement (also called a specific location for services) to implement their IEP by age 3;

Reporting Year	Students with timely placement[1]	Students transitioning from Part C to Part B[2]	Percentage of students with timely placement[3]
FFY2017	100	100	100.0%
FFY2018	132	132	100.0%

[1]Number of students who had a location of services provided by their third birthday
[2]Number of students who were in the reporting universe for IEPs
[3]Percentage of students who had a location of services provided by their third birthday

(d) Number and percent of children eligible for Part B who have all their IEP special education and related services commence by age 3;

Reporting Year	Students with timely implementation of services[1]	Students transitioning from Part C to Part B[2]	Percentage of students with timely implementation of services
FFY2017	78	100	78.0%
FFY2018	119	132	90.2%

[1]Number of students whose related services were attempted within 14 days of their third birthday or date of first school enrollment; also includes students who did not have related services prescribed
[2]Number of students who were in the reporting universe for IEPs

(e) Number and percent of children eligible for Part B who have a placement to implement their IEP by age 3;

Pursuant to *D.L. et al., v the District of Columbia*, 194 F. Supp. 3d 30 (D.D.C. February 15, 2017), OSSE filed the court mandated Numerical and Programmatic Requirements Report on August 31, 2019. Responsive data and analysis regarding the percent of children eligible for Part B who have a placement and a specific location for services to implement their IEP by age 3, which is a component of a

"smooth and effective transition" from Part C to Part B, as defined[4] by the Court's February 15, 2017 Order, is provided in the attached reports.

(f) Percent of the time transition conferences that are attended by Part B staff and LEA staff;

In FY19, 705 meeting invitations were sent and 702 meetings were attended, for a 99.52 percent attendance rate.

(g) Number of children exited by type of placement or services after age 3 (eg, DCPS school, charter school, home, private school, child development center); and,

Reporting Year	Students served by DCPS	Students served by Charter LEAs	Extended IFSP[1]	Total Students who received services after transitioning from Part C
FFY2017	87	13	191	291
FFY2018	119	13	221	353

[1]Number of students who were on Extended IFSPS as of their third birthday
[2]Total number of students who transitioned from Part C to Part B or who continued to received Part C services

Students who exited Part C and were not part of the cohort of students who transitioned from Part C to Part B are not included in the table above. Preschool and pre-K program attendance are not mandatory in DC. Therefore, if a parent exits early intervention services and does not move forward with school enrollment before age 5, OSSE will not have data related to that child's services in the interim unless parents provide it.

[4] According to the Court's February 15, 2017 Order, a transition is considered "smooth and effective" if (1) the transition begins no less than 90 days prior to the child's third birthday; (2) the child is provided with an IEP listing the services that are to be provided and both the type of placement and a specific location for services by the child's third birthday; (3) there is no disruption in services between IDEA Part C and IDEA Part B services (that is, all special education and related services in the child's IEP must commence by the child's third birthday); and (4) IDEA Part B personnel are involved in the transition process. For the purpose of reporting to the Court, the District may report that there was no disruption in services as long as: all of the child's special education services begin on the child's third birthday or, if that is a weekend or holiday, on the first school day after the child's third birthday (which, in the case of a child whose birthday falls during the summer and qualifies for extended school year (ESY) services, will be ESY services), and all related services should begin within 14 days of the child's third birthday (unless that period is within the summer and the child does not qualify for ESY services, in which case within 14 days of the first day of school after the summer). It worth noting that this definition is distinct from the definition applied for federal reporting purposes.

(h) Percent of children in Part C who are ultimately deemed eligible for Part B (even if Part B eligibility decided after age 3).

Reporting Year	Students deemed eligible for Part B[1]	Students served by Part C and referred to Part B[2]	Percentage of students deemed eligible for Part B[3]
FFY2017*	374	538	69.5%
FFY2018*	470	720	65.3%

* includes all students who were referred from Part C to Part B and had a Part B eligibility as of July 6, 2018 (FFY2017) or July 22, 2019 (FFY2018).

[1]Number of students who were referred from Part C to Part B and were deemed eligible for Part B services

[2]Number of students who were referred from Part C to Part B

[3]Percentage of students who were referred from Part C to Part B and were deemed eligible for Part B services

Q29: Provide an update on the work of the Early Childhood Development Coordinating Council in FY18 and to date in FY19 to date. At a minimum, please include the following:
(a) A list of all members of the Council, including the organization they represent and the length of time they have served on the Council;
(b) A list of the date and time of all meetings in FY18 and to date in FY19;
(c) A narrative description of any action items taken or recommendations made by the Council in FY18and to date in FY19.

RESPONSE:

(a) A list of all members of the Council, including the organization they represent and the length of time they have served on the Council;

First Name	Last Name	Affiliation	Appointment Date
Maria	Gomez	Mary's Center	06-30-2011
LaToya	Smith	Parent	06-03-2015
Sean	Compagnucci	Early Stages, District of Columbia Public Schools (DCPS)	05-09-2014
Stacey	Collins	PNC Bank	05-09-2014
Jennifer	Lockwood-Shabat	Washington Area Women's Foundation	05-09-2014
Jack	McCarthy	AppleTree Institute for Education Innovation and AppleTree Early Learning Public Charter School	04-24-2015
LaQuandra	Nesbitt	DC Health	06-03-2015
Carrie	Thornhill	DC Early Learning Collaborative	05-09-2014
Hanseul	Kang	Office of the State Superintendent of Education (OSSE)	06-03-2015
Cynthia	Davis	Kings and Queens Childcare	04-24-2015
Judy	Berman	Parent	06-03-2015
Laura	Zeilinger	Department of Human Services (DHS)	06-03-2015
Linda	Moore	Elsie Whitlow Stokes Community Freedom Public Charter School	06-02-2017
Cheryl	Ohlson	DCPS	02-21-2019
Daniela	Anello	Parent	11-02-2017
Brenda	Harris	Kids Comprehensive Services, LLC DC Child Care Connections	05-17-2017

First Name	Last Name	Affiliation	Appointment Date
Margareth	Legaspi	OSSE	05-19-2017
Johnathaan	Pannell	Connecting Communities, Inc	12-04-2018
Akeem	Anderson	Chairman of the Council of the District of Columbia designee	11-25-2019
Marica	Cox Mitchell	Bainum Family Foundation	11-25-2019
Andrea	Thomas	United Planning Organization	11-25-2019
Cara	Biddle	Children's National Hospital	11-25-2019
Nicole	Cole	Public Charter School Board	11-26-2019

(b) A list of the date and time of all meetings in FY19

SECDCC Meetings	Date/Time
Full SECDCC Meeting	Nov. 29, 2018 10-11:30 a.m.
Full SECDCC Meeting	Jan. 10, 2019 2-3:30 p.m.
Full SECDCC Meeting	March 14, 2019 2-3:30 p.m.
Full SECDCC Meeting	May 16, 2019 2-3:30 p.m.
Full SECDCC Meeting	July 18, 2019 2-3:30 p.m.
Full SECDCC Meeting	Oct. 21, 2019 2-3:30 p.m.
Full SECDCC Meeting	Dec. 16, 2019 3-4:30 p.m.

(c) A narrative description of any action items taken or recommendations made by the Council in FY19.

The SECDCC ensures statewide coordination and collaboration of early childhood development activities through information sharing, advocacy and committee work. In FY19 and FY20 to date, the SECDCC:

- Provided guidance and input on the District's application for the PDG B-5 renewal application.
- Informed the development of the needs assessment for children birth to age 5 in the District, as part of the Preschool Development Grant, Birth through Five (PDG B-5), and discussed implications of the needs assessment's findings.
- Informed development and discussed implications of the District's five-year strategic plan for children birth to age 5 in the District, as part of the PDG B-5.

- Discussed implications of the Urban Institute's Nontraditional-Hour Child Care in the District of Columbia study.
- Assessed the District's implementation of the Temporary Assistance for Needy Families (TANF) redesign.
- Assessed implications of the Early Learning Supply and Demand in the District of Columbia: Using Data to Identify Critical Gaps study.
- Assessed implications of the Early Development Instrument (EDI) and the Neighborhood Risk Index and provided guidance and input on how the data can be used to create stronger systems for children and families across the city.
- Provided input on how to use OSSE's Modeling the Cost of Child Care in the District of Columbia 2018 report to further improve and strengthen the District's early child care system.
- Considered the impact of legislative updates from the Council of the District of Columbia.
- Examined the emergency rulemaking for the new (redesigned) Quality Rating and Improvement System (QRIS), Capital Quality and the Fiscal Year (FY) 2019 increased reimbursement rates.
- Discussed the benefits of applying for the Pritzker Children's Initiative, Prenatal to Three State Grant.
- Reviewed updates from SECDCC committees.
- Explored the connections between Thrive by Five DC and the SECDCC.

All SECDCC meeting presentations are available on OSSE's website at https://osse.dc.gov/service/state-early-childhood-development-coordinating-council-secdcc

Elementary, Secondary, & Specialized Education

Q30: Describe OSSE's efforts to monitor and provide support to LEAs with regard to the student achievement for English Language Learners in FY18 and FY19.

RESPONSE:

OSSE provides school leaders and teachers guidance around maintaining a language instruction educational program for English learners that is rooted in federal and local regulations. OSSE does this through guidance, professional development, in-personal technical assistance, and program supports.

Title III, Part A Monitoring

In winter 2018 and spring 2019, OSSE conducted on-site monitoring of LEAs receiving federal funding for English Learners under Title III, Part A grants, including a program and fiscal review. These reviews highlighted strengths and gaps in services, and assisted in the development of targeted, meaningful technical assistance following the reviews, based on LEA needs. Monitoring was conducted through OSSE's risk-based monitoring framework to help reduce burden on LEAs and to focus OSSE's onsite monitoring efforts on the highest-risk grantees across all federal grants. Under the Coordinated Risk-Based Monitoring framework, OSSE evaluated LEAs' compliance with fiscal and programmatic requirements under Title III and LEAs were given one of three designations: low-risk, medium-risk, or high-risk based. High-risk grantees received an onsite monitoring review. Each LEA participated in an on-site monitoring review of indicators and alignment of required activities that support English learners. After each visit, participating LEAs received findings of non-compliance in each applicable area.

Supporting Teachers and Leaders of English Learners: Policy and Professional Development Supports

During FY19, OSSE's division of Teaching and Learning provided supports for English learner (EL) students' achievement that encompassed two overarching areas: (1) EL policy and guidance and (2) professional development.

EL Policy and Guidance
EL policy and guidance supports in FY 2019 included the following:

- OSSE made updates to the OSSE EL policies and procedures document, which is the main policy and guidance document OSSE maintains to guide LEAs in serving ELs. Updates include:
    - For the first time this guidance document is now translated in the top five languages spoken in DC, for easy access by families.
    - Increased guidance around EL identification procedures for students with previous enrollment in other DC schools.

  - New information about EL status for adult students transferring across programs, including guidance for scenarios in which students with EL status transfers between adult-serving programs and traditional pathways.
  - Streamlined procedures for re-identifying a student in 'EL Monitored' status.
- OSSE provided LEAs with a new resource to improve practices in informing parents/guardians of eligibility for EL services in a manner that meets federal requirements. OSSE released sample templates for the parent notification letter of EL status, which LEAs are required to provide to families within 30 days of EL screening (or within two weeks of placement if not identified at the beginning of school).
- In response to LEAs' need for clarity on features of different program models for EL language instruction, OSSE provided written guidance on features of the five different EL program models used in DC in order to improve awareness and understanding of how EL program models are defined.
- OSSE conducted a series of training initiatives to increase LEAs' data literacy and usage of EL-data to improve their programming for EL students. Specifically, the OSSE Early Access to EL Data Qlik application provides historical and current data on EL students, including incoming transfer students. Key data available in this application include: current EL status, historic EL status, English language proficiency test (ACCESS) scores, ACCESS growth targets, and languages spoken. To further the use of the application, enhancements for 2018-19 included (1) adding data on re-identification of a student as EL and if the students was ever EL and (2) expanding access to school principals (in addition to LEA data managers, heads of school, ACCESS coordinators and EL coordinators). LEA staff were trained in-person and via webinar on:
  - How to navigate the application
  - How to use the application to prepare for incoming transfer EL students and to smooth their transition to a new school
  - How to use data in the application to plan staffing and schedules
  - How to use data in the application to understand EL students' trajectory in acquiring English and set English language development goals
- OSSE convened the State Title III Advisory Committee (six meetings per year) to provide input on key policy and guidance considerations, including EL exit criteria review, updating the home language survey, EL progress monitoring, and monitoring for exited ELs.
- OSSE revamped the webpage on OSSE EL policy and created a toolkit of policy and instructional resources.
- OSSE conducted state-level and LEA-level analysis of ELs students' academic and English language growth to create a landscape analysis for understanding the state of EL students in DC. State-level data were presented to internal and external stakeholders. The landscape analysis will serve as a foundation for creating an annual fact-base report on the state of English learners in DC.
- OSSE created LEA-level technical assistance for LEAs to use data to improve EL programs. Technical assistance sessions are being provided to LEAs in FY20. OSSE provides visualizations of state and local education agency-level EL data and tools to identify trends in data related to EL achievement. Participants gain skills in analyzing

ACCESS and PARCC data to identify strengths and areas for growth in serving EL students; and how to guide data interpretation discussions with school-based staff.

- OSSE provided six EL policy and EL program webinars to build LEA capacity in the in the following areas:
    - Purpose and requirements for OSSE home language survey administration
    - Policy and procedures for conducting EL screening and program placement
    - Guidance on program models for serving EL students
    - ELs & legal precedents for ELs' rights under federal civil rights and education law
    - Hiring and staffing guidance for building effective EL programs
    - Self-reflection tool for LEAs to assess their readiness in serving EL students
- OSSE revised the OSSE Home Language Survey, which is the first part of the two-step EL identification process, and released the new form for use on Dec. 19, 2019. The Home Language Survey is used to determine if the student is eligible to take an English language proficiency screener. The screener score determines if the student is identified as an English learner or not an English learner. Students who are identified as English learners have the right to participate in the English language instructional program at school. Federal law requires schools to offer eligible students an English language instructional program so they may attain English language proficiency and achieve academic success. ESSA sec. 1112 requires local education agencies using Title I or Title III funds to provide a language instruction educational program and not later than 30 days into the school year, inform parents of an English learner identified for participation or participating in such a program. Activities included:
    - Obtaining input from the State Title III Advisory Committee, families and school staff on misconceptions and areas of confusion surrounding the content and implementation of the former Home Language Survey
    - Researching options for new survey questions and gathering stakeholder input
    - Revising the layout, instruction, and questions themselves to align with federal recommendations and stakeholder input
    - Obtaining translations into the top languages in DC

<u>EL Professional development</u>

EL-focused professional development consisted of (1) in-person training workshops (2) a 2-day city-wide conference, (3) webinars, and (4) Start of School Summit trainings designed for educators and school leaders to addressed specific strategies for supporting EL student achievement. For this first time, EL supports expanded to include new professional development geared specifically to dual language teachers and school leaders.

(1) Twelve in-person professional learning opportunities, including several multi-day workshop series and a cohort series were conducted. Dual language-focused offerings are marked with an asterisk.
    - English Language Acquisition 101, 102, 103 series, offered twice
    - Sheltered Instruction Observation Protocol (SIOP) 3-day intensive summer training

- What Teachers Need To Know About Teaching ELs 4-day cohort series for teachers who are new to teaching EL students
- Supporting Students with Interrupted Formal Education
- Math: Skills and Strategies to Adapt for English Learners
- Science: Skills and Strategies to Adapt for English Learners
- Scaffolding Learning Through Language
- The Language-Rich Classroom
- New Dual Language Teacher 5-day Summer Bootcamp*
- Spanish Literacy Institute*
- Leadership Institute for Dual Language School Leaders*
- Dual Language Principles and Strategies Workshop*

(2) The OSSE Multilingual Learner conference, a city-wide convening dedicated to supporting ELs in English language and dual language programs, was held. Over two days, more than 300 participants participated in a total of 40 workshop sessions were led by DC educators, as well as nationally and internationally- recognized researchers and educational leaders.

(3) Nine webinars on special topics in EL programming and instruction were conducted, addressing the following topics:
- ELs in STEM
- Strategies to Support and Assess Listening
- Strategies to Support and Assess Speaking
- Strategies to Support and Assess Reading
- Strategies to Support and Assess Writing
- Family Engagement
- Serving ELs in Pre-kindergarten

(4) In conjunction with the OSSE Start of School Summit, two in-person workshops and two webinar-based workshops were provided to all LEAs on using EL data to improve programming for EL students:
- How to use the Early Access to EL Data Qlik application and its data to ensure a smooth start of school for EL students
- ACCESS Growth Scores and How to Use Them

Q31: In FY18, OSSE awarded $1.6 million in early literacy grants to organizations that provide literacy intervention in DCPS and public charter schools targeting third grade reading success. Please provide outcomes observed by these organizations as a result of this investment.

RESPONSE:

In FY18, OSSE awarded the early literacy grant as a two-year competitive grant to two (2) organizations: The Literacy Lab and Reading Partners. Each organization worked with DC Public Schools and/or public charter schools to implement interventions to increase reading outcomes for students in pre-Kindergarten through third grade across the District. The full amount was awarded at the beginning of FY18, and then awarded again at the beginning of FY19 for year 2 of the grant award.

The Literacy Lab
Amount awarded: $1,200,000.00 in both FY 18 and FY 19.

Overview
The Literacy Lab was able to expand its programs to place 52 full-time tutors in 15 schools. The program tutors are prepared through summer literacy training, and consisted of fulltime Americorps tutors and the Leading Men fellowship. This grant allowed The Literacy Lab to provide direct, evidence-based literacy interventions daily to achieve the goal of tutoring 1,117 students in early literacy skills.

Literacy Lab shared the following outcome data with OSSE:

FY18 Outcomes
In total, 52 full-time tutors supported 1,117 students. An average of 52 percent of participating K-3 children made enough growth to surpass the target growth rate, which is correlated with grade reading proficiency and acceptance into a 4 year college. One in six students achieved grade level proficiency, including 42 percent of Kindergartners.

In addition, Literacy Lab has noted that their program attracts people to education who might have not otherwise considered a career in the field. They provide intensive training and coaching in evidence-based literacy instruction. Furthermore, 50 percent of tutors funded by the initiative are continuing at their placement schools either for a second year as a tutor with The Literacy Lab or as teaching residents.

FY19 Outcomes
During the 2018-19 school year, The Literacy Lab placed 18 full time tutors in Pre-K, 32 tutors in grades K-3, and 12 Leading Men Fellows. The tutors participated in literacy training over the summer and received ongoing coaching. This grant allowed The Literacy Lab to provide direct,

evidence-based literacy interventions daily to achieve the goal of tutoring 1,125 students in early literacy skills.

At the beginning of the 2018-19 school year, 75% of pre-K students in classrooms served were "far from target" for Kindergarten readiness, according to the Preschool Early Literacy Indicators assessment. By the end of the year, that number had dropped to only 21%. At the same time, the percent of pre-K students in Literacy Lab tutors' classrooms who were "on target" for Kindergarten readiness quadrupled from fall to spring, growing from 15% to 60% as a result of tutors' daily literacy intervention.

Leading Men Fellows focus on comprehension through a daily repeated read aloud intervention with their pre-K students. The impact of this intervention can be seen in growth in their students' reading comprehension from fall to spring, based on scores from the Preschool Early Literacy Indicators assessment. In the fall, less than 10% of students served by Leading Men were "on target" for Kindergarten readiness in comprehension. By the end of the year, this number had grown to 44% of students "on target". At the same time, the percent of students "far from target" dropped from 79% to only 36%.

In addition, Literacy Lab has noted that their program attracts people to education who might have not otherwise considered a career in the field. They provide intensive training and coaching in evidence-based literacy instruction.

Reading Partners

Amount awarded: $400,000.00 in both FY18 and FY19.

Overview
Reading Partners' goal is to help close the achievement gap among low-income youth at a system-wide level by producing measurable improvement in students' reading skills. During the 2017-18 and 2018-19 school years, Reading Partners had three (3) overarching goals:

(1) Produce measurable improvement in students' reading skills and proficiency;
(2) Increase student academic behaviors in the classroom; and
(3) Provide a high-quality literacy intervention program to local LEAs that supports LEA and school goals for literacy improvement.

Reading Partners shared the following outcomes data with OSSE:

FY18 Outcomes
During the 2017-18 school year, Reading Partners engaged 19 schools to serve 962 students across DC, exceeding the enrollment goal of 925. These students received 90 minutes of one-on-one literacy tutoring each week. On average, students received 39 sessions (29.25 hours of tutoring) throughout the school year and maintained an average attendance rate of 92 percent.

- 95 percent of grade K-2 target students mastered grade-appropriate foundational literacy skills, putting them on track to read at or about grade level by third grade.

- 75 percent of grade 3 target students demonstrated growth compared to a national group of peers in the same grade.

FY19 Outcomes
During the 2018-19 school year, Reading Partners engaged 19 schools to serve 958 students across DC, exceeding the enrollment goal of 925. These students received 90 minutes of one-on-one literacy tutoring each week. Throughout the school year students maintained an average attendance rate of 89 percent. Outcomes data includes:

- 95 percent of K-2nd grade target students mastered grade-appropriate foundational literacy skills, putting them on track to read at or about grade level by third grade.
- 75 percent of 3rd grade target students demonstrated growth compared to a national group of peers in the same grade.
- Average number of sessions was 25.

Updates for FY20
In the fall of 2019, the FY20 Early Literacy Grant went through a new competition cycle. Beginning in October 2019, Literacy Lab was awarded $1,445,000.00 and Reading Partners was awarded $755,000.00. The FY20 grant will be a two-year grant cycle, similar to the previous cycle.

Q32: Please provide the following information with regard to homeless students in DC public schools:

a. How much funding, separate from UPSFF, did OSSE provide to each LEA in FY19 and FY20 to date to support homeless students and how was it used? Please provide a description of professional development and training OSSE made available to school liaisons in FY19 and FY20 to date?

RESPONSE:

Federal Funding- McKinney-Vento Homeless Assistance Grant (MKV) Program:
OSSE distributed $199,640.00 to LEAs in FY19 and $195,933.94 in FY20 as documented below:

LEA	FY19	FY20
City Arts & Prep PCS	$17,000.00	$.00
DC Prep PCS	$30,000.00	$31,706.33
DC Public Schools	$98,440.00	$98,440.00
KIPP-DC PCS	$43,700.00	$.00
Youthbuild PCS	$10,500.00	$11,659.74
Friendship PCS	$.00	$69,833.94
TOTALS	**$199,640.00**	**$211,640.01**

Note the FY19 and FY20 amounts include continuation awards as part of multi-year grants.

OSSE sub-granted these federal funds through a competitive process to LEAs that serve homeless students. Sub-grants must be used to supplement LEA strategies for children and youth experiencing homelessness that are intended to ensure immediate enrollment, educational stability, and equal access to the same free appropriate public education (FAPE) as provided to all other students. As described above, $199,640.00 was distributed to LEAs in FY19 for this purpose. Two LEAs, City Arts and Prep, and KIPP DC, exited the MKV grant program early in FY19 due to school closings and capacity issues. One new sub-grant was funded for FY20 using the same competitive process as described above. The one new sub-grant was awarded to Friendship PCS as a result of the FY20 MKV competition that was held in June 2019. Only one sub-grant was awarded for FY20 due to limited available funds. MKV sub-grants for FY20 in the amount of $211,640.01 (which includes carryover funds for FY20 continuing subgrants) was distributed to three continuing and one new LEA to provide supports to families experiencing homelessness as described above.

A new Request for Applications (RFA) will be released in spring 2020 for the 2021 McKinney-Vento Homeless Education Grant Program competition to sub-grant available FY2021 funds.

It is important to note that even if LEAs do not win a competitive grant, LEAs must ensure that children and youth experiencing homelessness have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths, with or without this supplemental funding. Authorized by Title VII-B of the McKinney-Vento Homeless Assistance Act of 1987, Section 726, as reauthorized on Dec. 10, 2015 by Title IX,

Part A of the Every Student Succeeds Act (ESSA), the law's specific purposes are to facilitate the enrollment, attendance, and success in school of children and youth experiencing homelessness.

Local State level Funding:
Local funding supports two program specialists who work with the Homeless Education Program (HEP) coordinator to: provide targeted support to District agencies serving students experiencing homelessness; oversee the federal grants funding for services to students experiencing homelessness; conduct ongoing training for homeless liaisons, school staff, and community partners; and collect information on the problems faced by children and youth experiencing homelessness, the progress of the SEA and LEAs in addressing those problems, and the success of locally implemented strategies intended to ensure that children and youth experiencing homelessness enroll, attend, and succeed in school.

OSSE's Homeless Education Program (HEP) and Postsecondary & Career Education Division (PCE) partnered for a fourth year to provide the following postsecondary educational opportunities for students experiencing homelessness:

- Sponsored 23 students experiencing homelessness to attend a two-week residential summer program at American University. Participants also received college care packages, which provided all essential items to support their living in dorm rooms, attending college classroom lectures, engaging in hands-on activities, and completing group projects as part of their closing ceremony on the final day of AU programming. Additionally, 2019 was the first year that HEP and PCE provided seniors who successfully completed the AU program with a new laptop and software to support improving access to postsecondary opportunities.
- Purchased items to create college care packages for 24 students experiencing homelessness who were accepted and enrolled in colleges and universities for FY20. Recipients received travel luggage, a laptop, software, school supplies, a backpack, towel sets, personal hygiene products, and other items to promote their success in college. OSSE also hosted a send-off workshop and reception on July 31, 2019, in which the students received their college care packages, words of encouragement from OSSE managers and staff, information regarding financial aid and scholarship opportunities, essential contacts for on-campus supports for students experiencing homelessness, health and wellness information, and techniques for self-advocacy to support their educational success. The selected students are currently attending higher educational institutions such as Bowie State University, Lincoln University, Towson University and Montgomery College.
- Provided transportation assistance that allowed students experiencing homelessness and parents to participate in programs and services funded or supported through this project.

In FY19 and FY20, OSSE worked to further refine systems and increase LEA access to meaningful and timely data on students experiencing homelessness. OSSE has also provided high-level technical assistance to schools, in coordination with local liaisons, on the legal

obligations of schools, rights of students, enrollment policies, transportation assistance, and the review and revision of policies that may act as enrollment barriers**.**

In FY19 and FY20 (Oct. – Dec. 2019), OSSE offered professional development and technical assistance in collaboration with District and community agencies that serve students experiencing homelessness, on the following topics:

- Identifying and Providing Missing NRS Values for the 2018-2019 School Year
- Data Quality and Fidelity
- Best Practices for Utilizing OSSE's MKV QuickBase Application
- Improving Access to Child Care for Children and Families Experiencing Homelessness
- Ensuring Quality Homeless Student Data
- Budgeting, Saving and Understanding Credit – Financial Literacy Workshop
- Assisting Unaccompanied Homeless Youth Applying for DCTAG & FAFSA
- Transportation Resources for Students and Families Experiencing Homelessness
- Homeless Education Program Overview for Virginia Williams Family Resource Center Staff
- Homeless Education Program Overview for High School Counselors
- Resources for Youth and Families Experiencing Housing Instability
- HEP Ally Partner Program
- Postsecondary and Career Education Resources for Prospective Students
- McKinney-Vento Competitive Grant Program
- Homeless Education Program: 2018-19 End-of-Year MKV Webinar
- 2019 Youth Count DC
- Dispute Resolution Policy
- Capturing Homeless Student Data: LEA Data Manager Training
- New LEA Homeless Liaison Orientation: McKinney-Vento 101, Community Resources & QuickBase Homeless Student Referrals
- MKV QuickBase Application, SLED & Comprehensive Homeless Student Data Application Training for Homeless Liaisons
- Introduction to Trauma In Schools
- My School DC Enrollment Process
- MKV Advocacy with DC Alliance of Youth Advocates
- Volunteer Support for the 2019 National Association for the Education of Homeless Children and Youth (NAEHCY) Conference in Washington, DC
- Building Trauma Informed Schools
- Color Me Community Workshops for LEA & School-based Homeless Liaisons

OSSE also served as the 2019 host state agency for the National Association for the Education of Homeless Children and Youth (NAEHCY) Conference in Washington, DC. The conference was held November 2-5, 2019, and 1600 participants attended the conference. NAEHCY connects educators, parents, advocates, researchers, and service providers to ensure school enrollment, attendance, and overall success for children and youth whose lives have been disrupted by the

lack of safe, permanent, and adequate housing. The annual conference provides an opportunity for attendees to obtain information on the latest evidence-based practices, resources and programs focusing on the education of children and youth experiencing homelessness. OSSE's Homeless Education program (HEP) served as local organizers for the event. OSSE staff served as exhibitors to share pertinent information regarding families experiencing homelessness, self-care, and opportunities to promote entrepreneurship.

Q33: Describe the professional development opportunities OSSE provided/offered to teachers in behavioral health and trauma-informed care in FY19 and FY20 to date.

RESPONSE:

During the 2018-19 school year, and continuing into the 2019-20 school year, OSSE offered a series of in-person trainings to elementary and secondary District educators that focused on Tier 1 interventions and supports for students. Tier 1 interventions and supports are evidence-based strategies that are implemented across all classrooms and student populations, and they establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Additional trainings focused on Tier 2 and Tier 3 interventions for students. Professional development opportunities included a wide variety of strategies from the individual teacher and classroom level, all the way to school-wide implementation systems. These training opportunities were either provided by OSSE staff who were subject matter experts, or were provided by contracted vendors who were subject matter experts, using funds from the Student Fair Access to School Act.

In addition to the series of professional development trainings, during the 2018-19 school year, OSSE hosted its first School Climate Conference, and during the 2019-20 school year, OSSE hosted its second School Climate Conference. These conferences provided robust opportunities for professional development for educators. More details are described below.

The professional development trainings held throughout the year included:

MTSS for Behavior: Improving Schools by Improving Systems
Student behavioral challenges continue to be one of the biggest sources of stress within a school community. In this training, participants learned how to align strategies and improve student behavior and relationships by using a Multi-Tiered Systems of Support (MTSS) approach with a focus on prevention and responding effectively. MTSS is a data driven decision-making framework for establishing the social, culture, academic, and behavioral supports needed for a school to be an effective learning environment for all.

OSSE invited school teams who were representative of the school (all grades/departments, including an administrator) to join the cohort of early adopters: "MTSS Champions: Improving Schools by Improving Systems." As a member of the cohort of early adopters, teams were able to participate in:

- Administrative pre-training webinars with a focus on organizing resources to implement MTSS and aligning multiple initiatives within a multi-tiered framework
- Two days of team professional learning and facilitated action planning
- On-going coaching support
- Learning walks and observations from external coaches who provided support and feedback to strengthen implementation fidelity and guide action planning.

All support was anchored to a valid and reliable measure of fidelity, the Tiered Fidelity Inventory.

The Science of Behavior
Participants in this training learned how to invest in proactive supports at the beginning of the school year to reduce additional challenges and costs later. The philosophy of this training is that behavior is not only about students exhibiting challenges; it involves everyone in the school environment. This training took a scientific approach in examining the relationship between individuals' behavior and the elements of the environment, as once understood and put into practice, solutions are greater than problems and learning takes precedence over behavior.

Conducting Functional Behavior Assessments and Writing Function-based Positive Behavior Support Plans – Two-Day Workshop
After understanding the science of behavior, and implementing Tier 1 proactive strategies, educators are still often faced with students who require more intervention. This two-day Advanced Behavior Analysis professional development training examined the science of behavior more in depth, and also covered the federal requirements for these type of interventions. Participants examined and put into practice the steps for determining the function of behavior; documenting the process; and writing and implementing effective behavior intervention plans. This training targeted school-based staff who were responsible for conducting Functional Behavior Assessments and writing function-based behavior plans. School-based teams were encouraged to attend together.

Classroom Engagement Series: Strategies and Skills to Improve Student Behavior and Classroom Communities
OSSE hosted a Tier 1 classroom strategies training for teachers and school teams. In the workshop, participants learned how to implement basic Tier 1 classroom management strategies by focusing on bolstering systems and procedures in their classrooms. The training reviewed: a) Tier 1 classroom checklists and key skills and abilities for classroom engagement, b) easily implementable restorative strategies to increase classroom culture, and c) discussion skills to include in classroom to increase student talk and collaboration. This workshop was open to all educators serving students Kindergarten through grade 12 in public and public charter schools in the District, and was found to be especially valuable for classroom teachers looking to increase classroom engagement.

Starting with the Root: Strategies and Tools to Design Behavioral Interventions
OSSE hosted a training for educators on how to use student behavioral data to design intervention plans. The training started with an overview of the Response to Intervention framework, and then dove into the step-by-step process of supporting students who need Tier 2 and Tier 3 behavior interventions. Using a functional behavior approach, the training focused on:

- An understanding of the ABC's of behavior;
- Working knowledge of how to identify the function of student behavior;

- Practice building a behavioral plan for specific students; and
- Resources and tools to help bolster intervention plans on the school campus.

The workshop was intended for teachers, school deans, and behavior technicians serving in public and public charter schools in the District.

The No-Nonsense Nurturer Workshop: Improving Classroom Management and Restorative Practices

OSSE, in collaboration with CT3, hosted multiple No-Nonsense Nurturer Workshops for educators that focused on learning the theory and practices of classroom management and engagement. Participants reflected on relational approaches to classroom culture and managing student learning. The workshop included thought-provoking classroom video investigations, lively discussions, opportunities for self-reflection and analysis, and role-plays and rehearsal to increase teachers' skills and confidence as effective No-Nonsense Nurturers.

Leadership Workshop: No-Nonsense Nurturer Approach to School Wide Discipline Policies

OSSE, in collaboration with CT3, hosted a two-day workshop for school leaders and their teams to develop schoolwide discipline policies that are aligned with the No-Nonsense Nurturer approach. In this workshop, leadership teams:

- Reviewed existing school discipline documents, policies, and resources;
- Disaggregated and reviewed discipline data;
- Explored supports for classroom management and positive behavior systems;
- Learned how to conduct disciplinary procedures using a culturally relevant and No-Nonsense Nurturing approach;
- Developed family engagement plans to support students struggling in classrooms;
- Built systems and procedures to set up focus rooms to replace in-school suspension; and
- Planned for implementation of behavior support systems through staff training.

This workshop was intended for leadership teams (e.g., administrators, deans, counselors, team leads, etc.) serving in public and public charter schools in DC.

PBIS Trainings and Professional Development Offered in FY19				
Date	**Title**	**No. of participants**	**No. of LEAs**	**% of respondents answering "agree, or strongly agree" for learning new knowledge or skills.**
10/11/18	School-wide Positive Behavioral Interventions and Supports (PBIS): Core Features	19	7	*
1/11/19		4	2	*
7/16-7/17/19	MTSS: Improving Schools by Improving School Systems	27	8	93%
8/5/19	The Science of Behavior	22	15	60%
8/8/19	Conducting FBAs and Writing Positive Behavior Support Plans	31	16	90%
5/29/19	Classroom Engagement Series: Strategies and Skills to Improve Student Behavior and Classroom Communities	23	11	95%
9/10/19		9	5	100%
7/9/19	Getting to the Root: Building Effective Behavioral Intervention Plans	23	10	89%
7/26/19	No Nonsense Nurturer	53	9	94%
8/8/19		23	4	92%
8/15/19		54	6	91%
8/16/19		41	2	96%
8/21/19		17	5	100%
8/23/19		20	2	100%
7/24-7/25/19	No Nonsense Nurturer - Leadership Academy	23	6	92%

Trauma Informed Care Trainings in FY19

In FY19, through a partnership with InSite Solutions and MedStar Georgetown University Hospital (MGUH) Division of Child & Adolescent Psychiatry, OSSE hosted eight (8) trauma informed care trainings tailored for individuals who work in schools. Each LEA that participated in the training received an opportunity to complete a case consultation session with the partner. The consultation sessions were designed to support sustainability in competency areas around school-focused trauma informed care. During the 2018-19 school year, over 100 District of

Columbia educators and other key stakeholders were trained in trauma informed care techniques. The types of trainings included:

Introduction to Trauma Informed Care
The trauma-informed care trainings were tailored to school-based educators and staff. Participants took part in a session that introduced neurobiological foundations of trauma and were provided concrete skills for building trauma-informed classrooms which included an overview of (1) the concept of trauma, (2) a review of the impact of trauma on children/adolescents, (3) an overview of trauma informed care treatment models (e.g., trauma focused cognitive behavioral therapy, trauma systems therapy, cognitive behavioral intervention for trauma in schools); and (4) Concepts such as trauma informed care and related approaches, that can be implemented in schools and in classrooms to create a trauma informed culture.

Training Date	Number of LEA's	Number of Participants
April 4, 2019	4	7
April 8, 2019	4	8
May 15, 2019	7	18
May 21, 2019	6	20
Aug. 21, 2019	8	17
Sept. 5, 2019	9	20

Advanced Trauma Cohort
A two-day trauma-informed care training cohort was offered specifically for school teams consisting of three to five staff members (administrators, teachers, support providers, deans). This training allowed teams to take a closer look at adverse childhood experiences (ACES) and their neurological outcomes and how to create trauma-informed communities, schools, and classrooms.

Training Date	Number of LEA's	Number of Participants
May 6-8, 2019	5	18

Nonviolent Crisis Prevention
In FY19, OSSE staff, who were certified trainers, continued to train LEA school-based staff in nonviolent crisis intervention using the evidence-based model developed by the Crisis Prevention Institute (CPI). The model provides stakeholders with a proven framework for decision-making and problem-solving to prevent and, to the extent possible, de-escalate a person in behavioral crisis. Through the use of the model, all participants who attended OSSE's nonviolent crisis prevention training were provided the skills and strategies needed to safely manage assaultive and disruptive behavior. Objectives of the training included:

- Recognizing behaviors that may be exhibited by an individual in behavioral crisis;
- Understanding and applying de-escalation techniques;
- Gaining the tools needed to support individuals before, during and after a crisis;
- Understanding the use of positive behavioral interventions and supports (PBIS); and
- Understanding the principles of nonviolent crisis intervention in school settings.

At the conclusion of each training participants were required to complete a course exam in order to receive their CPI certification.

During the 2018-19 school year, OSSE hosted 7 separate nonviolent intervention trainings where over 130 District of Columbia educators and other key stakeholders were certified in applying nonviolent crisis intervention techniques. These trainings were hosted by OSSE staff from the Division of Systems and Supports, K-12 and the Division of Teaching and Learning. At the end of the 2018-19 school year, the trainer certification expired for most of these OSSE trainers. At this time, the work shifted to the Division of Health and Wellness, where OSSE invested in train-the-trainer certification for staff members in non-violent crisis prevention and intervention (through the CPI vendor), and, in partnership with the Mayor's Office, Mental Health First Aid (MHFA). These investments allow OSSE to offer CPI and MHFA certifications to school leaders, educators, and out of school time providers. OSSE's Division of Health and Wellness has scheduled bi-monthly CPI and quarterly MHFA training sessions for the 2019-2020 school year.

Additionally, OSSE collaborated with DBH to develop a series of webinars for principals. The webinars focused on crisis prevention and intervention, multi-tiered intervention framework, and strategies for multi-disciplinary student support teaming practices. Lastly, OSSE and DBH maintain their collaborative efforts on the Kognito initiative which is the required mental health training course that District teachers and principals complete every two years pursuant to D.C. Code §7-1131. The program is informed by the experiences of teachers and school administrators. OSSE and DBH are continuing to collaborate with Kognito on communication and compliance strategies related to this behavioral training requirement for FY 20.

OSSE School Climate Conferences: May 2019 and December 2019 Conferences
In May and December of 2019, the Office of the State Superintendent of Education (OSSE) hosted its conferences on school climate. Both conferences convened educators and stakeholders from DC Public Schools, public charter schools and partner agencies to attend and lead skill-building workshops, provide opportunities to network, and learn about best practices happening across the city.
This conference featured various workshops on how to create school climates that are safe, promote effective teaching and learning, and foster strong interpersonal relationships using a lens of equity and cultural competence. The workshops touched on one or more of the following content areas:

- Positive Behavioral Interventions and Supports (PBIS)
- Restorative Justice
- Trauma Informed Practices
- Mental Health Supports
- Social-Emotional Learning (SEL)
- Equity and Cultural Competence

For the May 2019 conference, a total of 273 people participated in this event, representing 30 LEAs, 12 DC Government agencies, and other Community Based Organizations. For the

December 2019 conference, a total of 309 people participated in this event, representing 34 LEAs, 9 DC Government agencies, and other Community Based Organizations.
For further information on OSSE's mental and behavior health work, including OSSE's collaboration with the Department of Behavioral Health on suicide prevention and post-vention trainings for educators, as well as the continued provision of Nonviolent Crisis Intervention trainings, please see OSSE's response to Q73 on behavior health collaboration. For more on Restorative Justice, see Q34 response.

Q34: Please provide a list of all schools with restorative justice programs in SY18-19 and SY19-20 to date. For each school, provide the following:
(a) A list of all programming or training that was implemented;
(b) The total number of training hours that took place;
(c) The total number of circles and mediations held, with outcomes;
(d) Any metrics used to track success of programs and data for these metrics for SY18-19 and SY19-20; and
(e) The amount of money spent on restorative justice FY19 and the amount budgeted for FY20.

RESPONSE: Q34 Attachment- Restorative DC Whole School Implementation School Profiles SY2018-19

The objectives of the Restorative DC project include:

- Building awareness of, and expertise in, the power of restorative practices across the education sector, including OSSE, LEAs, and community organizations;
- Promoting a shift from exclusionary discipline practices to a restorative approach in DC public and charter schools;
- Identifying model schools and practices for replication throughout the District; and
- Strengthening the ability of students to positively contribute to a positive school culture.
- OSSE provides an array of differentiated programming as part of its restorative justice initiative.

OSSE offers an array of programs and supports. The descriptions below follow with information on program participation, including the number of training hours and any metrics used to quantify program outcomes.

Restorative DC- Whole School Program- The most intensive programming is the Restorative DC whole school program. This program contemplates a whole-school change that occurs in phases over three to five years. The experience begins with a school's own exploration and application process and consultation with Restorative DC where they then receive initial technical assistance. Schools then move into a planning and preparation phase where future efforts and technical assistance are strategically mapped one year at a time in an implementation plan. Schools then proceed to implementation of the plan and maintenance of the whole school change. In SY2018-19, Restorative DC provided whole school technical assistance to 16 Schools in 8 LEAs. See attachment for complete school profiles. Currently, in SY2019-20, 13 schools are participating in whole school implementation.

The table below provides a list of all participating schools in the whole school restorative justice program from SY2015-16 to SY2018-19.

Restorative Justice Schools in SY 15-16 to SY 19-20

SY 2015-2016	***SY 2016-2017***	***SY 2017-2018***	***SY 2018-2019***	***SY 2019-2020***
Ballou HS	Ballou HS	Ballou HS		
Luke C. Moore	Luke C. Moore	Luke C. Moore		
Columbia Heights Education Campus	Columbia Heights Education Campus	Columbia Heights Education Campus	Columbia Heights Education Campus	Columbia Heights Education Campus
Hart MS	Hart MS	Hart MS	Hart MS	Hart MS
Maya Angelou PCS				
	Kelly Miller MS	Kelly Miller MS	Kelly Miller MS	
	Neval Thomas ES		Neval Thomas ES	Neval Thomas ES
	SEED PCS	SEED PCS	SEED PCS	SEED PCS
	Cesar Chavez Parkside MS PCS			
		Washington Metropolitan HS	Washington Metropolitan HS	
		Kingsman Academy PCS	Kingsman Academy PCS	Kingsman Academy PCS
		Monument Academy PCS	Monument Academy PCS	
		Mundo Verde PCS	Mundo Verde PCS	
		Washington Leadership Academy PCS	Washington Leadership Academy PCS	Washington Leadership Academy PCS
		Anacostia HS		
			Excel Academy	Excel Academy
			Miner ES	Miner ES
			Wheatley EC	Wheatley EC
			Paul International HS PCS	Paul International HS PCS
			DC Scholars ES PCS	DC Scholars ES PCS
			Stuart Hobson MS	Stuart Hobson MS
				E.L. Haynes HS PCS

The table below shows how many hours of intensive technical assistance Restorative DC provided to participating Restorative Justice whole school implementation schools.

Intensive Technical Assistance (TA) Hours in Whole Schools SY 15-16 to SY 18-19

Years	Intensive Technical Assistance (TA) Hours
SY 15-16	1898 Intensive TA Hours
SY 16-17	1,938.7 Intensive TA Hours
SY 17-18	2842 Intensive TA Hours
SY 18-19	3054 Intensive TA Hours

Restorative Justice Supplemental Technical Assistance (TA) - Schools may also receive Restorative Justice Supplemental Technical Assistance (TA). OSSE provided additional funding for a select number of supplemental TA packages to prepare schools for future whole school efforts. In SY18-19, schools selected from a menu of five options to address their specific needs: (a) exploration and planning; (b) strengthening school community-proactive processes; (c) restorative discipline; (d) sustainability and maintenance; or (e) build your own. In SY 18-19, Restorative DC provided Supplemental Technical Assistance to 24 Schools representing 10 LEAs.

The table below shows school participation in Restorative Justice Supplemental Technical Assistance (TA).

Restorative Justice Supplemental TA Schools in SY2017-18 and SY2018-19

SY 2017-18	*SY2018-19*
Ballou High School	**Option 1: Exploration and Planning**
Washington Metropolitan Leadership Academy	Achievement Prep PCS, K-8
	Burroughs, PK3-5
	Burrville, PK3-5
	Cesar Chavez PCS-Capitol Hill, 9-12th
	Truesdell, PK3-8
	Center City PCS-Trinidad, PK3-8
	Walker Jones, PK-5
	Option 2: Strengthening School Community-Proactive Processes
	Boone ES, PK3-5
	Center City PCS-Brightwood, K-8
	CW Harris, PK3-5
	Miner ES, PK3-5
	Paul International PCS, 9-12
	Raymond ES, PK3-5
	Smothers ES, PK3-5
	Option 3: Restorative Discipline
	Center City PCS-Petworth, PK3-8
	Center City PCS – Shaw, PK3-8
	Center City PCS – Capitol Hill, PK3-8
	DC Scholars PCS, 5-8
	Eagle Academy PCS, PK3-3
	HD Cooke ES, PK3-5
	Imagine Hope PCS, PK3-5

SY 2017-18	*SY2018-19*
	KIPP The Learning Center PCS, PK4-8
	Option 4: Sustainability and Maintenance
	EL Haynes PCS, K-12

The table below shows how many hours of Restorative Justice Supplemental Technical Assistance that Restorative DC provided to participating schools. Hours represent the aggregate total across all schools who participated.

Total Supplemental Technical Assistance (TA) Hours in schools SY 15-16 to SY 18-19

Year	Supplemental TA Assistance Hours
SY 15-16	N/A
SY 16-17	N/A
SY 17-18	134 Supplemental TA Hours
SY 18-19	664.5 Supplemental TA Hours

Community of Practice-The Community of Practice (CoP) is an experiential and peer-sharing space centered on Restorative Justice practices. To provide support to more schools and educators, OSSE hosts this statewide Restorative Justice CoP as well as monthly professional development trainings focused on the implementation of Restorative Justice practices in DC schools that are open to all LEAs and community stakeholders. During the RJ CoP, participants engage with other educators for peer support and professional development, while experiencing how Restorative Justice circles can help build community and resolve issues collectively. The SY 2018-19 CoP sessions were facilitated by Restorative DC members and/or guests and hosted by different schools or agencies every month, which provided a presentation and tour of their Restorative Justice practice efforts at the end of each session.

Community of Practice Themes and Individual Attendance SY2018-19 and SY2019-20

Date	Theme	Number of Participants
9/11/18	Community Building	11
10/16/18	Meeting the Social, Cultural, and Linguistic Needs of Our School	15
11/13/18	Restorative Communication for School Staff	31
12/11/18	Creating a Positive School Culture	21
1/9/19	Building Support with Parents and Staff	23
2/12/19	Trauma Awareness, Mindfulness, and Self-Care	12
3/12/19	Promoting Youth Leadership	8
4/09/19	Special Education and Restorative Practices	13
9/17/19	Building Community	14
10/8/19	Bullying Awareness through Restorative Practices	20
11/12/19	Social Emotional Learning and Restorative Practices	16
12/10/19	Responsive Discipline and Restorative Practices	12
2/11/20	Youth Leadership	TBD
3/10/20	Self-Care in the Testing Season	TBD
4/14/20	Family Engagement	TBD

General Training and Professional Development - Restorative DC provides capacity-building opportunities open to all schools, agencies, and organizations that work with DC students with priority to DC LEAs. Training includes the Restorative Schools Overview, as well as advanced topic workshops on circle keeping skills, trauma awareness and resilience, and restorative conversations. The Restorative DC team designed these trainings to be highly participatory and experiential, largely using circle process along with a combination of exercises, roleplays, presentations, videos, work groups, hand-outs, and planning discussions, as well as a follow-up email of information, resources, and reference materials.

In SY2018-2019, and continuing into SY2019-20, OSSE provided professional development on the following topics in conjunction with the Restorative DC team:

Restorative Schools Overview: This one-day experiential workshop introduced teachers, administrators, school staff, students, and all those who support them to restorative concepts and practices. Participants explored the continuum of restorative practices, experienced proactive circles for strengthening relationships and social-emotional skills. More fundamentally, participants came to see restorative approaches as a means of shifting school culture and climate, as well as addressing systems of power and oppression. Integrating these understandings and experiences of school-based restorative practices learned from the day, the training concluded with an action planning session and a sharing of resources that exist to support those action plans.

Restorative Communication: This two-day workshop was designed for educators, youth workers, and youth leaders, and it helped them to identify ways language is used during difficult or disciplinary conversations that may undermine intended outcomes, contradict our own values, and create disconnection with youth, peers, and colleagues. Aligned with the Positive Youth Development model, this training presented an empathy- and growth-mindset that fosters deeper understanding, cooperation, and working relationships.

Restorative Practices for Younger Learners: This experiential workshop for teachers, administrators, school staff, and early education workers translated restorative practices to the elementary school classroom by adapting proactive and responsive approaches to the developmental stages of K-8 students.

Responsive Circle Keeping: This two-day skills workshop was designed for school staff who aim to incorporate responsive peacemaking circles into their school. The training began by outlining the range of formal and informal interventions available as alternatives to traditional punitive discipline, and focused on responsive circles, and then moved on to review more structured interventions for serious and complex incidents of harm. Participants learned that the keeper's role is to initiate a space that is respectful and safe, and to engage participants in sharing responsibility for the space and for their collective work. Participants practiced keeping mock circles using disciplinary scenarios drawn from the participants' real life experience and received feedback on their skills. Participants also learned how these restorative practices can be institutionalized and made to interface with DCPS Chapter 25 and their school's existing suspension policies. Following the two-day workshop, participants were asked to convene and

keep live responsive circles in coordination with a designated coach who then assessed their skills and offered feedback. Participants also took part in a regular, monthly one-hour peer support conference calls, following the training, for sharing, learning, and accountability.

Restorative Practices and Special Education: During this training, participants learned how Restorative Justice is a philosophy and approach to building community and responding to harm with roots in indigenous traditions. They also discussed how it is increasingly applied in schools all around the country to manage classrooms and create inclusive, socially connected, and supportive learning environments. Students with special needs and trauma make a significant part of school populations and are disproportionately represented in school discipline cases. Even where there is no formal diagnosis, students have different capacities for sustained attention, social awareness, intellectual cognition, emotional regulation, memory, and expressive and receptive language. This one-day experiential workshop helped teachers, administrators, and special education staff identify and accommodate these differences as an essential part of preparing for, keeping, and following up on responsive interventions such as responsive circles.

Trauma Awareness & Resilience: This training focused on harnessing brain science to implement trauma-informed and healing-centered restorative approaches. The natural functioning of our automatic and subconscious nervous system plays a significant role in much of the disruptive behaviors and conflicts that arise in schools, neighborhoods, and homes. In many of our individual bodies and communities, these nervous systems' reactions are amplified by layers of trauma, including individual, familial, collective, transgenerational, and/or systemic. This fundamentally affects the way students - and educators - are behaving and are able to learn, yet this remains largely unseen and misunderstood. This one-day interactive and self-reflective workshop offered educators, youth, and youth workers a space to share and integrate their experiences, as well as a new brain-informed lens for understanding the nervous system, trauma, and resilience in order to make their schools more emotionally safe, supportive and healing. As a result of the workshop, participants came away with greater understanding of behaviors and conflicts from a nervous system perspective and used restorative and brain-informed steps to support (self)-reconnection and resilience growth. The training also shared a few trauma-sensitive techniques for de-escalation and stress release, but note that participants are not yet prepared to address severe trauma responses absent further training and more inner practices and integration of healing techniques. Many additional resources for further trainings were shared following the workshop.

Support Circle Keeping: In this training, participants learned that support circles are a structured process for engaging students who are struggling, have complex needs, or are returning to the school community after a long absence. Support circles bring together the student, family members, relevant school staff, social service providers, and others to provide a web of support to build relationships, identify needs, map resources, make a plan, check in with each other, share accountability, and celebrate successes in transition to stability. This workshop was designed for intermediate or advanced restorative justice practitioners who had an understanding of restorative justice philosophy as well as experience as a circle keeper. Participants learned how to prepare and provide follow-up, as well, as understand the structure and skills needed to implement an effective support circle.

Academic/Content Circle Keeping: This workshop was designed for teachers, youth workers, youth, and other professionals who wished to utilize restoration circles to build community and cover academic content at their school/organization/agency. Participants learned that the keeper's role is to initiate a space that is respectful and safe, as well as to engage participants in a shared responsibility for the space and for their collective work. Participants learned the underlying assumptions, primary features, and basic processes of community building and academic content circles through direct experience and reflection. Participants then had the opportunity to practice designing and keeping circles, receive feedback on their skills and were given an informal assessment of their readiness to apply circles to their work. Participants received reference materials to guide implementation. After completing the training and assessment, participants were ready to serve as keepers for basic community building circles, but not more advanced responsive circles.

Restorative Justice: Trainings & PD Offered in SY 2018-19

Date	Description Data is pulled from participant evaluations, collected by OSSE	No. of hours	No. of participants
10/4/18	**Restorative School Overview** 69% of participants found the PD extremely or very useful to their professional practice	7.5	25
11/7/18	**Why Restorative? Webinar**	1	*
11/16/18	**Academic/Content Circle Keeping** 87% of participants found the PD extremely or very useful to their professional practice	7.5	14
12/7/18	**Intro to Restorative Discipline** 56% of participants found the PD extremely or very useful to their professional practice	7.5	18
1/16/19	**Restorative Practices for Younger Learners- ½ Day** 90% of participants found the PD extremely or very useful to their professional practice	4	31
1/16/19	**Drama Games for Social Emotional Learning- ½ Day** 100% of participants found the PD extremely or very useful to their professional practice	4	27
1/30/19	**Support Circle Keeping** 100% of participants found the PD extremely or very useful to their professional practice	7.5	14
2/5/19	**Webinar: RJ for School Leaders**	1	*
2/28/19	**Trauma Awareness and Resilience** 90% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work	7.5	32
3/4 – 3/5/19	**Restorative Communication (two-day)** 100% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work	15	19
4/26/19	**Restorative Practices for Young Learners** 92% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work	7.5	32
5/3/19	**Restorative Practices and Special Education** 100% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work.	7.5	13
7/24/19	**Restorative Communication** 100% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work.	7.5	20
7/30-7/31/19	**Restorative Discipline** 100% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work.	15	30/27
8/1/19	**Restorative Practices and Special Education** 78% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work.	7.5	25
8/6/19	**Restorative Practices for Young Learners** 100% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work.	7.5	17
8/8/19	**Trauma Awareness and Resilience** 100% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work.	7.5	22

Date	Description Data is pulled from participant evaluations, collected by OSSE	No. of hours	No. of participants
8/13-8/14/19	**Proactive & Active Circle Keeping** 100% of participants agreed or strongly agreed that the PD taught new knowledge and skills that will benefit them in their work.	7.5	15

**Data not available*

Summer 2018 Training- The Summer of 2018 saw a further increase in capacity to hold intensive trainings. Restorative DC facilitated a series of professional development workshops totaling 60 hours and was attended by over 114 educators, administrations, and school leaders.

Summer 2019 Intensive Training- The 2019 Summer Intensive Trainings consisted of four sessions of a 4-day training program to build a foundation of understanding and provide tools to implement Restorative Justice (RJ) in schools receiving technical assistance. In attendance were school leadership, teachers, restorative school coordinators, and restorative school implementation team members from each school in the SY 19-20 cohort. Teams from 47 schools participated in the 2019 Summer Intensive Program. Teams were grouped together to meet grade-level specific needs, develop citywide network among educators, and provide critical planning time for school teams prior to pre-service week. All activities were funded by OSSE. **See attached report** for detailed breakdown of participants and what schools attended.

Restorative Coaching Program
Restorative DC, with support from OSSE, led a seven-month Restorative Coaching Program that was hosted by The SEED School of Washington. The program consisted of one three-hour training per month, and one-on-one mentoring/coaching sessions one hour each week. For SY 18-19, the Coaching Program was attended by 37 educators from across the District. Stories of how participants were affected are attached.

The table below shows DC Local Funding for Restorative Justice from SY 2015-16 to SY 2019-20. In SY2017-18, OSSE was directed by the Council to use $450,000 of local funds for the work of Restorative DC. In SY2018-19, OSSE was directed again by Council to use $450,000 of local funds for this work. In addition, in SY2018-19, the new Student Fair Access to School Amendment provided an additional amount of local funds, bringing the total SY2018-19 amount to $810,000. In SY2019-20, the Student Fair Access to School Amendment provided the full $900,000 for OSSE's work through Restorative DC.

The table below shows DC Local Funding for Restorative Justice from SY 2015-16 to SY 2019-20.

DC Local Funding for Restorative Justice

Year	Local Funding
SY 2015-2016	$35,000.00
SY 2016-2017	$350,000.00
SY 2017-2018	$450,000.00
SY 2018-2019	$810,000.00
SY 2019-2020 (Budgeted)	$900,000.00

This increase in funding allowed OSSE to expand its work and its impact through Restorative DC. In particular, OSSE has been able to:

- Dramatically increase the provision of supplemental technical assistance, both in the number of hours and in the number of schools participating.
- Double the amount and type of professional development workshops open to educators from all DC schools on topics related to Restorative Justice practices, positive behavioral interventions, implicit bias, trauma-informed practices, and other related subject areas.
- Include several additional schools in the Restorative Justice whole school implementation cohort, where each school receives hundreds of hours of on-site coaching and technical assistance throughout the year.
- Host its inaugural School Climate Conference, in May 2019, and its second School Climate Conference in December 2019 where leaders, educators and practitioners joined together to learn from experts about promising practices that are an alternative to exclusionary discipline.
- Create a professional development video module series on Restorative Justice practices, using local DC practitioners and schools as featured experts.

Q35: Please supply the number of licensees/certified professionals/registered professionals broken down by status that the agency received and approved in FY16, FY17, FY18, FY19, and FY20 to date.

RESPONSE:

The following table shows the total number of educator license applications received and licenses issued by the agency during FY15, FY16, FY17, FY18, FY19, and FY20 to date:

Fiscal Year	License Applications Received	New and Renewal Licenses Issued
FY15	3,761	3,438
FY16	3,526	2,530
FY17	3,510	2,755
FY18	4,235	3,004
FY19	4,187	3,737
FY20 to date*	545	459

**as of Dec. 24, 2019*

Q36: List and describe all the alternative certification/licensure programs that are currently available in the District for FY19 and FY20 to date. How many individuals were licensed through those programs?

RESPONSE:

The federal definition of alternative certification program, to which OSSE adheres, is any licensure program in which a teacher candidate serves as a teacher of record in a DC school while also completing coursework, field experience, and clinical practice requirements toward completion of the program. Thus, in DC, an alternative certification program can be based within (a) an institution of higher education, such as The George Washington University; (b) a non-profit organization, such as Teach for America; or (c) a LEA, such as KIPP DC. The following table identifies all state-accredited alternative certification providers in the District of Columbia and shows the number of teacher candidates who were granted an alternative license through each.

Licenses Issued by District of Columbia Alternative Certification Providers

Alternative Certification Provider	Program Type	Alt Route Licenses FY 18	Alt Route Licenses FY 19	Alt Route Licenses to date FY 20
American University	University-based	0	2	0
Catholic University of America	University-based	0	0	0
Center for Inspired Teaching	Non-Profit Org	16	8	0
Capital Teaching Residency – KIPP DC	LEA-based	1	0	0
Gallaudet University	University-based	0	0	0
Georgetown University		0	0	0
Relay Graduate School of Education	University-based	4	11	3
The George Washington University	University-based	1	3	0
Teach for America	Non-Profit Org	17	33	3
Teach-Now	Non-Profit Org	2	8	1
Trinity Washington University	University-based	2	1	0
Urban Teachers	Non-Profit Org	127	111	29
University of the District of Columbia	University-based	2	3	1

Q37: Through Scholarships for Opportunity and Results (SOAR) Act funding, OSSE provides support to public charter schools to assist in their academic, operational, and programmatic improvements specific to their school needs. Please outline how the funding was awarded in FY19 and FY20 to date. For each grant, please include the LEA, amount, and description of what the funds were to be used for.

RESPONSE:

In line with the federal SOAR Act's requirements, OSSE's administration of SOAR Act funding is designed to increase student achievement and academic growth of DC public charter school students by supporting the improvement and expansion of high-quality public charter schools. Each year, after engaging in a public consultation process with charter schools and charter schools' support organizations' stakeholders, OSSE's Office of Public Charter School Financing and Support (OPCSFS) submits an application to the US Department of Education describing how it will administer the funds.

OSSE received its federal fiscal year 2018 (FFY18) award of $15 million in May 2019. The majority of SOAR funds are allocated to grants to charter schools and charter organizations.

The table below shows the SOAR awards broken down by grant type for FFY18/FY19.

FFY18/FY19 SOAR Funding Awarded*	
Grants to Charter Schools	
Academic Quality (Formula)	$7,145,384.41
Early Childhood (Formula)	$582,602.51
Facilities (Competitive)	$5,158,195.00
Grants to Charter Support Organizations	
Third Party Grants (Competitive)	$2,097,162.36
Grants to Charter Support Organizations or Charter Schools	
Teacher Pipeline Grants (Competitive)	$2,326,702.00
Other	
State Administrative Costs	$710,000.00
MySchool DC	$250,000.00
TOTAL	

	$17,406,046.28

**Amounts awarded are higher than amounts budgeted due to rollover of returned, unspent and awarded funds from prior years.*

There are five types of SOAR grants OSSE administers. More information on eligible applicants, funding purpose and award amounts are provided below.

Awards Made Using FY19/FFY18 Funds

Academic Quality Grants to Charter LEAs: This formula-based grant funding was available to all charter LEAs who were open and serving students during the 2017-18 school year[5]. All eligible LEAs submitting applications by the deadline were funded. Funds must be used for projects designed to have a direct impact on student achievement, either school-wide or for specific subgroups of students. All projects must be research-based and tailored to meet the specific to the needs of each LEA and supported by data. The minimum award is $50,000 with the remainder of available funds distributed on a per-pupil basis using the most recent available audited enrollment data. Funds reserved for LEAs who elect not to apply will be redistributed to other LEAs through the formula after the application due date. Additional funding was available from prior year funds lapsed by LEAs. Overall, OSSE made 51 awards, for a total amount of $7,145,384.41 to public charter LEAs in this category in the following amounts:

FFY18/FY19 SOAR Academic Quality Awardees	Allocation
Academy of Hope Public Charter School	$100,590.46
Achievement Preparatory Academy Public Charter School	$176,476.08
AppleTree Early Learning Public Charter School	$135,273.56
Breakthrough Academy Public Charter School	$67,602.34
Bridges Public Charter School	$102,155.08
Briya Public Charter School	$56,258.61
Capital City Public Charter School	$180,126.93
Cedar Tree Academy Public Charter School	$99,677.72
Center City Public Charter School	$242,452.26
Cesar Chavez Public Charter School	$204,900.60
Community College Preparatory Public Charter School	$128,232.63
Creative Minds Public Charter School	$107,892.14
DC Bilingual Public Charter School	$107,500.98
DC Preparatory Public Charter School	$295,780.83
DC Scholars Public Charter School	$117,410.45
DC International (DCI) Public Charter School	$155,353.27

[5] Awards were based on verified enrollment data at the point of the submission of the application to USED (Nov. 8, 2018)

FFY18/FY19 SOAR Academic Quality Awardees	Allocation
Euphemia L. Haynes Public Charter School	$199,033.15
Eagle Academy Public Charter School	$172,042.90
Early Childhood Academy Public Charter School	$82,075.38
Elsie Whitlow Stokes Public Charter School	$95,766.09
Friendship Public Charter School	$597,758.76
Harmony Public Charter School	$62,256.44
Hope Community Public Charter School	$149,355.43
Howard University Middle School for Math & Science Public Charter School	$86,247.78
Integrated Design Electronics Academy (IDEA) Public Charter School	$91,072.13
Ingenuity Preparatory Public Charter School	$114,802.69
Inspired Teaching Demonstration Public Charter School	$108,413.69
Kingsman Academy Public Charter School	$83,640.03
KIPP DC Public Charter School	$848,755.10
Latin American Montessori Bilingual (LAMB) Public Charter School	$110,239.12
LAYC Career Academy Public Charter School	$67,863.12
LAYC Youthbuild Public Charter School	$65,516.14
Lee Montessori Public Charter School	$73,078.62
Mary McLeod Bethune Public Charter School	$104,241.29
Maya Angelou Public Charter School	$86,899.72
Meridian Public Charter School	$133,317.75
Monument Public Charter School	$65,516.14
Mundo Verde Bilingual Public Charter School	$125,494.48
National Collegiate Preparatory Public Charter School	$86,769.33
Paul Public Charter School	$142,575.27
Perry Street Preparatory Public Charter School	$96,548.41
Richard Wright Public Charter School	$86,769.33
Roots Public Charter School	$65,385.75
Shining Stars Montessori Academy Public Charter School	$85,595.84
The Children's Guild Public Charter School	$99,286.55
The Next Step Public Charter School	$104,502.06
Two Rivers Public Charter School	$157,700.25
Washington Global Public Charter School	$75,555.99
Washington Latin Public Charter School	$141,401.78
Washington Leadership Academy Public Charter School	$76,599.09
Washington Yu Ying Public Charter School	$125,624.87
TOTAL	**$7,145,384.41**

Early Childhood Education Grants to Charter LEAs: OSSE made grants on a formula basis to support eligible charter schools that serve a high population of 3- and 4- year old students. OSSE allocated the funding using the same formula used to determine allocations by the Elementary and Secondary Education Act Title I, Part A. Funds support plans designed to assist with implementation of supplementary activities that support school readiness, including development of literacy and mathematics skills, with emphasis on supports to increase student achievement. Plans must be research-based specific to the needs of each school. To reduce burden on LEAs, the application for this funding was combined with the application for Academic Quality funding.

FFY18/FY19 SOAR Early Childhood Awardees	Allocation
AppleTree Early Learning Public Charter School	$363,937.11
Briya Public Charter School	$30,927.46
Cedar Tree Academy Public Charter School	$187,737.94
TOTAL	**$582,602.51**

Facilities Grants to Charter LEAs: OSSE competitively awarded these grant funds to provide public charter schools with funds to renovate facilities that are occupied by charter schools. Additional funding was available from prior year funds unspent by LEAs, returned funds, and less applications being submitted in the prior year. Overall, 11 applications were funded in the Investing in Facilities category for a total of $5,158,195.

FFY18/FY19 SOAR Facilities Awardees	Award Amount
Lee Montessori Public Charter School	$506,558.26
Academy of Hope Adult Public Charter School	$507,683.28
Perry Street Prep Public Charter School	$507,683.28
KIPP DC Public Charter School	$507,683.28
Washington Yu Ying Public Charter School	$507,683.28
E.L. Haynes Public Charter School	$184,023.87
Two Rivers Public Charter School	$507,683.28
Creative Minds Public Charter School	$507,683.28
DC Bilingual Public Charter School	$507,683.28
Friendship Public Charter School	$507,683.28
DC Preparatory Public Charter School	$406,146.63
TOTAL	**$5,158,195.00**

Grants to Support Non-Profit Charter Support Organizations: OSSE competitively awarded grants to non-profit charter support organizations for two types of projects that are designed to impact charter school student outcomes:

- "Direct assistance" projects must be research-based and be designed to improve student outcomes across multiple LEAs through direct service to students or direct professional development and support for teachers and instructional leaders.
- "Indirect assistance" projects include those that are designed to impact student outcomes at multiple LEAs indirectly by enhancing the organizational capacity of charter LEAs to operate as fiscally and operationally sound nonprofit organizations and schools. All organizations seeking funding under this grant must be non-profit organizations that have a demonstrated history of success working with DC charter schools on similar projects,

and must submit a letter of recommendation from a DC charter school with direct experience working with the organization, as well as a complete list of all schools and districts to which the organization has provided similar services.

Overall, OSSE made eight awards to non-profit charter support organizations to support charter school success in 55 charter LEA campuses for a total of $2,097,162.36. Additional funding was available from prior year funds not spent by subgrantees.

FFY18/FY19 SOAR Third Party Awardees	Award Amount
Relay Graduate School of Education	$146,176.48
One World Education	$288,589.79
DC Public Charter School Cooperative	$290,369.03
The Literacy Lab	$254,094.68
School Leader Lab	$248,401.99
EmpowerK12	$290,244.17
New Leaders	$290,369.03
PAVE	$288,917.19
TOTAL	**$2,097,162.36**

Grants to Support Teacher Pipeline Programs: OSSE competitively awarded grants to non-profit charter support organizations and charter schools to recruit, high-quality candidates new to teaching for DC charter school teacher residency or teacher roles, and b) train and/or certify these teachers. Overall, OSSE made eight awards to non-profit charter support organizations and charter schools for a total of $2,326,702.00. Additional funding was available from prior year funds not awarded.

FFY18/FY19 SOAR Teacher Pipeline Awardees	Award Amount
National Center for Montessori in the Public Sector	$112,500.00
Urban Teacher Center	$482,190.00
KIPP Public Charter School	$500,000.00
Center City Public Charter School	$100,000.00
Relay Graduate School	$280,939.00
Friendship Public Charter School	$67,500.00
Mundo Verde Public Charter School	$500,000.00
AppleTree Institute	$283,573.00
TOTAL	**$2,326,702.00**

Q38: How many DC students have IEPs? Please provide a breakdown of these students by:
(a) Age;
(b) Grade Level;
(c) LEA;
(d) Disability classification (for students with multiple disabilities, please identify all the underlying disability classifications), by age, and LEA;
(e) Percentage of time outside of general education (less than 20%, 20-39%, 40-59%, 60-79%, 80-99%, 100%), by age, LEA, and disability classification;
(f) Placement type (e.g., self-contained classroom, separate school, home and hospital instruction), by age, LEA, and disability classification;
(g) Number of students attending nonpublic schools, by age, LEA, and disability classification;
(h) Number of students who are English language learners attending nonpublic schools by age, LEA, and disability classification;
(i) Number of students whose IEPs call for specialized instruction within the general education setting (i.e., inclusion), by age, LEA, and disability classification;
(j) Number of students receiving each related service (e.g. behavioral support, physical therapy), by age, LEA, and disability classification;
(k) Number of students receiving visiting instruction by age, LEA, and disability classification;
(l) Number of students with dedicated aides, cross-tabulated with specialized instruction inside vs. outside of general education, by grade level, age, LEA, and disability classification; and
(m) Number of students receiving Homebound/Hospital instruction by age, grade level, LEA, and disability classification.

RESPONSE: Q38 Attachment – IEPs.xlsx

To protect student privacy, OSSE is not able to provide a response by age, LEA and disability classification for part (h), "number of students who are English language learners attending nonpublic schools," part (k), "number of students receiving visiting instruction, "and part (m), "number of students receiving Homebound/Hospital instruction."

For part (k), visiting instruction is provided in the instance that the student is homebound or in the hospital for three or more weeks, thus the number of students receiving visiting instruction and the numbers of students receiving Homebound/Hospital instruction are the same. Please refer to the tab for part (m) in the attached file.

Note that subpart (g) is provided in Q88 Attachment 2. Responses to all other parts of this question are included in Q38 Attachment – IEPs.xlsx.

Q39: In SY15-16, SY16-17, SY17-18, and SY18-19 how many DC students with IEPs graduated from high school with a diploma? With a certificate of completion? Without either a diploma or certificate? Please break down the numbers by LEA and whether the student was attending a nonpublic school. If possible, please provide the reason for each student's exit without a diploma or certificate (e.g., transferred to another state, dropped out).

RESPONSE: Q39 Attachment – SPED Graduation.xlsx
Please note that the responsive data for prior school years can be found here.

Q40: In each of SY15-16, SY16-17, SY17-18, and SY18-19, how many students exited special education prior to graduation? Please break down the numbers by LEA and whether the student was attending a nonpublic school.

RESPONSE: Q40 Attachment – SPED Exit.xlsx
Please note that the responsive data for prior school years can be found here.

Q41: For each DCPS and public charter school, please provide outcomes data for students with disabilities transitioning out of school into adulthood, including the following data for SY17-18 and SY18-19 to date:

a. The number of students connected to a postsecondary pathway to graduation; and

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

RESPONSE: Q41 Attachment – SPED Transitions.xlsx
Please note that the responsive data for prior school years can be found here.

Q42: Please describe the post-secondary transition programs that are currently available or will be available for older students receiving special education services in public charter schools. Provide any reports or assessments that have been completed. For each transition program please list:

(a) Number of students served in SY2016-2017;
(b) Number of students served in SY2017-2018 or to be served;
(c) Specific services offered by program (e.g., academic, vocational, related services);
(d) Percentage of students who apply to the program who are accepted into it;
(e) Percentage of the students who start the program that finish it;
(f) Number of staff, by discipline; and
(g) Percentage of students who achieve paid internships or employment as a result of completing the program.

RESPONSE:

OSSE does not operate post-secondary transition programs directly, as these are conducted by LEAs or District's Rehabilitation Services Agency (RSA); therefore, OSSE is not able to provide the specific information requested above regarding students and staff.

OSSE partners closely with RSA in its provision of support and services regarding the secondary transition needs of students. RSA serves as the lead District agency responsible for providing vocational rehabilitation, job training, and placement programs and services pursuant to the Rehabilitation Act of 1973. In this role, RSA provides transition services to eligible students pursuant to the Individuals with Disabilities Education Act (IDEA). Transition services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

In order to support LEAs with their responsibility to complete required transition planning activities under IDEA for students with disabilities who are of transition age, OSSE provides extensive LEA training and technical assistance related to secondary transition compliance and partners with RSA and other agencies to ensure awareness of requirements and best practices.

Q43: How much federal IDEA funding was received in FY18 and FY19 by the District for DC foster children enrolled in out-of-District public schools in order to receive special education services?

RESPONSE:

As all other states, OSSE receives federal IDEA funding through a formula that is largely based on each state's relative *total* number of children in the general population who are of the same age as children with disabilities for whom each state ensures the availability of a free and appropriate education (FAPE) under IDEA. In the District, we ensure FAPE for children aged 3 through 21; therefore, DC's IDEA funding is based on the total number of all children aged 3 through 21 relative to other states. OSSE allocates IDEA funds according to the OSSE IDEA State Allocation Policy (June 26, 2017).

See response to Q6 for the total amount OSSE pays tuition to surrounding county public schools for all DC foster children, *including* students with disabilities. OSSE ensures state-level oversight of students with IEPs through its implementation of a Memorandum of Agreement (MOA) between OSSE, DCPS, and CFSA.

The MOA was first created in September 2013. On Oct. 10, 2017, the MOA was reauthorized by all participating agencies. The MOA clarifies each participating agency's responsibility for District of Columbia wards receiving special education services while placed and attending schools in other jurisdictions. It is the intent of this agreement to ensure that school-aged children receiving special education services receive free appropriate public education (FAPE) and are monitored accordingly under federal and local laws and regulations.

Q44: For SY17-18, SY18-19, and SY19-20 to date, please list all LEAs which have been found to have a significant discrepancy in representation of students with disabilities in regard to discipline rates. Provide which LEAs were found to have a "significant discrepancy" and a copy of each LEA's self-study and policies and procedures that OSSE required. Provide details about the action steps in the continuous improvement plans of any LEA issued a finding of noncompliance by OSSE. Provide copies of each self-study, submitted policies/procedures, finding of noncompliance, and continuous improvement plan since SY15-16.

RESPONSE: Q44 Attachment - Significant Discrepancy Guide FFY 2018.pdf

In the last fiscal year, there have not been any changes to the policies and practices established to ensure that LEAs do not discriminate against any students with disabilities. OSSE continues to ensure implementation of the following policies that are designed to address this issue: 1) Policies and Procedures for Placement Review Guidance; and 2) Prohibitions on Discrimination Against Children with Disabilities in the Charter School Application During the Enrollment Process Guidance.

In addition, OSSE annually reviews data, based on an established calculation, to monitor discrepancies in discipline rates between students with disabilities and their non-disabled peers, and discrepancies in discipline rates for students with disabilities by race/ethnicity.

Under the federal Individuals with Disabilities Education Act (IDEA), an LEA may be identified as having a "significant discrepancy" based on the rates of suspension and expulsions of children with disabilities greater than ten (10) days in a school year, as compared to their nondisabled peers. If identified, LEAs must complete a review of policies and procedures to assess whether this rate of identification was due to policies and procedures that do not comply with regulatory requirements relating to the development and implementation of IEPs, the use of positive behavioral supports and interventions, and the appropriate implementation of procedural safeguards. OSSE then reviews the LEA's self-study and underlying documentation to make a final determination regarding compliance. If the LEA is found to have noncompliance, OSSE will issue a finding and require a continuous improvement plan.

In SY 2018-2019, based on data from SY 2017-2018, the following three (3) LEAs were flagged for significant discrepancy: Friendship, Maya Angelou and KIPP. After careful review of the LEAs' self-studies, policies and procedures, OSSE determined that two (2) LEAs, KIPP and Maya Angelou had policies, procedures and practices that contributed to the identified significant discrepancy. Both LEAs submitted plans to address systemic noncompliance in the area of significant discrepancy.

Please note that annual significant discrepancy reviews are based on the previous school year's discipline data and are conducted each spring. Reviews of SY 2018-2019 will be conducted in spring 2020 and reviews for SY 2019-2020 will be conducted in spring 2021.

Attached is the self-study tool that the LEAs are required to complete. This guidance includes a procedural overview of the process and the actions steps required.

Q45: Describe the training, support and oversight provided by OSSE during SY18-19 and SY19-20 to ensure that LEA's are appropriately serving students with disabilities in the least restrictive environment.

RESPONSE:

In SY2018-2019, and the first half of SY2019-2020, OSSE provided a robust system of training and support to ensure that LEAs are appropriately serving students with disabilities in the least restrictive environment. This was accomplished through a) foundational professional development trainings made available to all LEAs which focus on evidence-based practices for instruction and behavior support, b) specialized support through communities of practice and LEA- specific training and technical assistance, c) the Leadership Institute for Secondary Special Education (LISSE) through American University, d) the Special Education Enhancement Fund (SEEF) grant opportunity, e) a robust nonpublic placement oversight process, and f) a comprehensive system of support, resources, trainings, and convening to support secondary transition for students with disabilities.

Professional Development Training Opportunities

During SY2018-2019, the OSSE Division of Teaching and Learning (TAL) provided a robust calendar of professional development trainings which focused on evidence-based instructional practices and behavior support strategies to support all students, especially students with disabilities. The target audience for these trainings included not just special educators, but also school leaders and general educators, as most of our students with disabilities in the District spend the majority of their school day in general education settings. The TAL professional development training calendar was accessible to LEAs on the OSSE Events Calendar, in the weekly LEA Look Forward Newsletter, and on the TAL landing page on the OSSE website. More information on the types of training and support is outlined below. Following each training, OSSE conducted outreach to all participants, requesting participation in a feedback survey.

Student Support Teams Training
Student Support Teams (SST) are school-based problem-solving teams focused on meeting the needs of individual students. During the 2018-19 school year, the SST trainings were attended by 42 educators representing 15 LEAs. In addition to the trainings, OSSE also developed SST model forms for referrals and meetings.

For the current 2019-20 school year, there has been one training in October 2019. Currently, one additional training is scheduled for February 2020. The trainings focus on the following components of SST: (a) overview of SSTs and Response to Intervention (RtI), (b) best practices for SSTs, (c) the SST process and troubleshooting discussion, (d) selecting interventions, (e) curriculum-based monitoring, and (f) deep-dive into instructional decision-making based on RtI data.

Section 504 Training

The Section 504 regulations require an LEA to provide a "Free Appropriate Public Education" (FAPE) to each student with a qualifying disability who is enrolled in the LEA's jurisdiction. FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs and ensure that students with disabilities are educated with their non-disabled peers to the maximum extent appropriate.

Section 504 training was offered during the 2018-19 school year both as an in-person training and as a webinar. These Section 504 trainings were attended by representatives from 15 LEAs. Training was also offered on-site at the LEA by request.

In addition to training sessions, OSSE provides a wealth of resources for LEAs and schools on how to implement a robust Section 504 program. These resources can be found on the OSSE website, where OSSE has expanded and revamped documents that give more guidance on best practices in the areas of Section 504 evaluation and eligibility determination.

Positive Behavior Support

To address positive behavior support and effective response to behavioral crises, OSSE offered a series of in-person trainings to elementary and secondary District educators. Trainings on positive behavioral interventions and supports, trauma informed care, and non-violent crisis prevention support effective instructional practices that allow students to remain in the least restrictive environment, which often includes the general education classroom. Please refer to the Q33 response for more information on these programs. In addition, Restorative Justice practices support more constructive disciplinary responses in schools which in turn allows students to remain in the least restrictive environment. Please refer to the Q34 response for more information on Restorative Justice training and technical assistance initiatives. Please also refer to the Q73 response to learn more about OSSE's partnership with other DC Government agencies to support behavioral health training for educators.

Monthly LEA Special Education Point of Contact Trainings
During SY 18-19 and thus far in SY 19-20, OSSE continued to provide monthly trainings for LEA Special Education POCs. Each month provided training on particular areas of focus. The table below presents the training topics for each month.

LEA Special Education Point of Contact Trainings

Month	Training Topics
August 2018	• Student Transportation Updates & Reminders • SEDS Administrative Tasks for New School Year • Changes to Monitoring Process for Initial Evaluation, Reevaluation, and C to B Transition • DC Municipal Regulations Chapter 30 Updates and Reminders
September 2018	• Preparing for the 2018-19 Child Count • Policy, Monitoring, and Compliance Updates • Student Transportation Updates & Announcements
October 2018	• Special Education Law, Policy, and Compliance Updates

Month	Training Topics
	• SEDS Administrative Reminders • Child Count Updates and Reminders • Reviewing Sped Errors Related to Child Count • Completing IEP Amendments for Child Count • Transportation Updates
November 2018	• Initial Evaluation Deep Dive • Strategies to Improve Initial Evaluation Timeliness • SEDS Initial Evaluation Compliance Symbols • LEA Performance & Planning Report
December 2018	*Webinar cancelled;* Email updates included: • IDEA Monitoring and Compliance • Professional Development Opportunities • Alternate Assessment Eligibility Process
January 2019	• Establishing Assessment Accommodations • Transfer Student Policy Comparable Services Requirements and Documentation
February 2019	• LEA Planning & Performance Report • PARCC Assessment Accommodations • Extended School Year (ESY): Eligibility and Documentation in SEDS, Certification Process, Documentation in the Transportation Online Tool for Education (TOTE)
March 2019	• LEA Responsibilities for Students in Nonpublic Placements
April 2019	• Significant Disproportionality • Updates in SEDS • End of Year Systems Close Out
May 2019	• 2019 Start of School Campaign • LEA Determinations QuickBase Application • End of Year Service Logging
August 2019	• New School Year Updates and Reminders • SEDS Administrative Tasks
September 2019	• Preparing for Child Count • Unified Data Errors (UDE) Qlik Application • Reevaluation Process and Specific Conditions • Reevaluation in SEDS
October 2019	• LEA Child Count Responsibilities • LEA Responsibilities for Students in Nonpublic Placements
November 2019	• Proposed Special Education Regulations Overview
December 2019	Webinar cancelled; Email updates included: • Proposed Special Education Regulations Public Comment Reminder • Alternate Assessment Eligibility QuickBase Application • New Special Education Data System Focus Group Opportunity

Month	Training Topics
	• Upcoming Trainings and Professional Development Opportunities

Response to Intervention
During SY2018-19, OSSE provided Response to Intervention (RtI) trainings to a total of 125 educators on foundational concepts and developing effective RtI systems. RtI is a multi-tiered approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children, in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RtI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

The RtI Foundations training focused on providing educators with an understanding of the RtI process and best practices for implementation. The Response to Intervention for General Education Teachers training and Response to Intervention for Middle and High Schools training both focus on contextual factors relevant to educators in those specific positions. Developing an Effective Response to Intervention System training provided school leaders with steps to create a system and research based tools and strategies for implementation.

During SY2019-20, Response to Intervention trainings are scheduled once every other month through July 2020.

Leadership Institute for Secondary Special Education (LISSE)
OSSE, in collaboration with the American University (AU) Institute for Innovation in Education (IIE), hosted the 2019 Leadership Institute in Secondary Special Education (LISSE), formerly called the Master Teacher Cadre- Special Populations (MTC-S) program. The purpose of changing its name was to clearly separate this initiative from a closely named position in DCPS (Master Educator). The program ran from January through May 2019, with an orientation that took place in December 2018. In the fall of 2018, OSSE launched the 2019 LISSE application and provided orientation to the new cadre, with the professional development series beginning in January 2019. This program builds on the inaugural summer 2015 Master Teacher Cadre for Secondary Educators of Special Populations (students with disabilities and English Learners), an initiative that OSSE and AU developed to support teacher leaders in DC public and public charter schools. The LISSE program provides a select group of DC teachers who work with secondary special education students with the resources and supports to develop leadership skills through participation in intensive professional development (PD) aimed at supporting teachers' use of evidence-based practices (EBP), integrating the Common Core State Standards (CCSS) and Individualized Education Program goals within curricula for secondary students with disabilities. Through the course of PD sessions, one-day workshops and a full-day institute, the LISSE provided support for participants to: (a) conduct an analysis of the areas of greatest need

in participants' schools relative to evidence-based practices and the Common Core State Standards (CCSS); (b) develop a professional development (PD) plan (including instructional strategies and assessments) to address the school community needs of each participant; (c) implement each PD plan at an AU-based event and then an LEA-sponsored institute for DC secondary special education teachers; and (d) evaluate the quality of each PD plan, its implementation, and its intended outcomes.

The culmination of the 2019 LISSE was the professional development provided by the cadre at American University in May 2019, where educators from different LEAs were in attendance. Presentations by participants of the LISSE focused on teacher action research plans that could be used for professional development, and included these specific topics:

- Evidence Based Instructional Strategies
- Teaching Self-Advocacy to Improve Outcomes for Special Education Students
- Literacy Practices to Support Students Across Content

Beginning in September 2019, OSSE began recruitment for the 2020 LISSE cohort. Fifteen new participants were recruited from DCPS and charters and the orientation session was held on Dec. 7, 2019. There will be four full-day sessions and a culminating professional development presentation during January through May 2020.

Placement Oversight Process
Through the placement oversight process, OSSE coordinates with LEAs, parents, and other District government child-serving agencies and community partners to ensure that all District students receive free appropriate public education (FAPE) in the Least Restrictive Environment (LRE). In FY18, the team marked its tenth consecutive year of implementation of the state's *Policy and Procedure for Placement Review, Revised*, a policy aimed to support LEA in understanding their roles and responsibilities when considering LRE and a change in placement to a more restrictive environment outside the LEA for a child with a disability. Since its inception, the District's state-level placement oversight process has ensured timely guidance and support to IEP teams and LEA teams in implementing/exhausting appropriate support and strategies for children with disabilities before considering placement into a more restrictive separate school setting. This has aided in preventing inappropriate placements into nonpublic settings and supporting LEAs' abilities to serve children in less restrictive public settings.

Additionally, through its training and technical assistance approach, OSSE has developed a seamless route to connect LEAs with the appropriate supports in OSSE for further technical assistance and training. For example, through the placement process, should an LEA request additional training and technical assistance on behavioral intervention models, OSSE will share information about upcoming trainings on trauma-informed care and crisis prevention institute trainings and/or provide an onsite consultation to support program design and implementation.

Special Education Enhancement Fund (SEEF) Competitive Grant
As part of OSSE's implementation of the Enhanced Special Education Services Act of 2014, OSSE used a portion of the SEEF funds for a competitive grant program, which included a

priority for applicants that proposed to improve capacity to serve students in the least restrictive environment.

The SEEF Competitive Grant was designed to improve academic outcomes, graduation rates, and postsecondary success of District of Columbia students with disabilities in public schools. OSSE announced the winners of the first round of the SEEF competitive grant in October 2017. Additional information for the six grantees awarded a SEEF competitive grant in Cohort 1, including project summaries, are available on OSSE's website here. In FY19 and FY20, OSSE provided continuation funding for Cohort 1 competitive grantees, in what will be a three-year grant period ending on Sept. 30, 2020.

In September 2018, OSSE also provided a second round of competitive grant funding to Cohort 2 of the SEEF competitive grant. Additional information for the six additional grantees in the second round can be found here. In FY20 and FY21, OSSE will provide continuation funding for Cohort 2 competitive grantees, in what we expect will be a three-year grant period ending on Sept. 30, 2021.

On December 13, 2019, OSSE released a request for applications for cohort 3 of the SEEF Competitive Grant FY 20. Applications were due on January 28, 2020.

Secondary Transition
In addition, OSSE has offered extensive LEA training and technical assistance related to secondary transition compliance and partners with RSA and other agencies to ensure awareness of requirements and best practices. Q54 describes OSSE's training opportunities to support secondary transition; these opportunities include:

- Student-led IEP Trainings;
- Nuts and Bolts of Secondary Transition;
- Developing High-quality Transition Plans for Middle School Learners;
- Planning for Student Success: Secondary Transition Requirements and Best Practices;
- Secondary Transition Community of Practice; and
- DC Secondary Transition Institute.

Developing High-quality Transition Plans for Middle School Learners
Each month, OSSE's Division of Teaching and Learning offers Developing High-Quality Transition Plans for Middle School Learners, a professional development opportunity developed to support implementation of 2016 District regulations requiring that the first IEP in effect after a child with a disability reaches 14 years of age includes transition assessments and services. The introductory training will prepares special education teachers and leaders serving middle school students to develop high-quality, age-appropriate transition plans that meet these requirements.

The training develops participants' ability to:

- Understand the legal requirements and evidence-based practices for developing transition plans for middle school students
- Write age-appropriate, individualized postsecondary goals for middle school students

- Develop annual transition goals that are aligned with postsecondary goals
- Identify age-appropriate transition services that align with postsecondary goals
- Design a multi-year course of study that is appropriate for middle school students and aligns with postsecondary goals

Secondary Transition Community of Practice (CoP)
The DC Secondary Transition CoP is a space for collaborative, cross-functional work that supports DC youth with disabilities as they transition into a self-directed life. The CoP is a city-wide, cross section of stakeholders who come together monthly to strengthen our individual and collective ability for action. OSSE hosts the Secondary Transition CoP, which is open to all LEAs and community stakeholders.

Community of Practice Themes and Individual Attendance		
Date	**Topics**	**Number of participants**
9/21/18	DC NTACT State Plan Update and Work Groups	12
10/19/18	Annual Retreat: Updated CoP Structures & Norms	27
11/16/18	College Steps; Customized Employment & Benefits Counseling	18
12/14/18	Work-based Learning; Outcome Tracking; Youth, Family & Direct Service Provider Engagement	21
1/18/19	Healthcare Transitions	16
2/15/19	Health Care Transition Policy Initiative; Voices of Change Conference	14
3/15/19	Secondary Transition Library Resources & Services	24
4/19/19	Data Sharing & Requests– DC Government Agencies	12
6/21/19	SY 2019-20 State Plan Review; College Enrollment, Persistence & Completion Data	9
9/20/19	Annual Community of Practice Retreat: CoP Charter Review	28

Secondary Transition Institute

The purpose of the annual DC Secondary Transition Institute is to share resources and information that will assist schools and districts in strengthening their capacity at the local level to implement evidence-based education and services, increase compliance with IDEA secondary transition requirements, and improve postsecondary outcomes for all our students with disabilities. Participants in the DC Secondary Transition Institute will:

- Increase their knowledge of student-focused planning practices and receive tools and resources to support increased student involvement in the transition planning process;
- Increase their knowledge of how to foster interagency collaboration throughout the transition planning process; and
- Review and revise the LEA three-year strategic plan for improving secondary transition compliance and program quality that incorporates evidence-based practices and evaluation

At the 2019 DC Secondary Transition Institute, held on Oct. 18, 2019, there were 104 participants representing 16 LEAs, 12 DCPS campuses, and 9 nonpublic schools. The content was provided by 23 contributors from 10 DC agencies, nonprofits, and service organizations.

10th Annual Voices of Change Conference

For 10 years, OSSE has collaborated with DDS, the Kennedy Center, and other stakeholders to host the Voices of Change Conference. The event is organized by and for youth with disabilities. These students experience opportunities to learn, lead, and act through interactive performances, workshops, and activities. The conference features professional and youth artists, event planners and youth leaders, and it highlights a variety of careers in these industries. The youth who organize and participate in the conference:

- Interact with professionals from a wide range of career fields to increase their understanding of the universe of potential postsecondary options
- Serve as or learn from youth leaders with disabilities

The 10th annual conference was held on March 29, 2019. It was attended by:

- 407 students
- 116 educators
- 50 exhibitors
- 50 family members of SWDs
- 71 volunteers
- 8 speakers, sponsors, and facilitators

Students with Disabilities in the District of Columbia Landscape Analysis

As part of the commitment we made in our strategic plan to help accelerate academic outcomes for students with disabilities, OSSE developed a comprehensive landscape analysis to help establish a shared understanding of the current state of students with disabilities in the District. Drawing from in-depth data analysis, focus groups and interviews as well as online research, we have examined who these students are, where they live and attend school, their current outcomes, their rates of identification and exit, key barriers hindering their progress, lessons learned from other states, and initial recommendations for what we as the state education agency can do to address these barriers. We have included national benchmarks and comparisons to other states and urban districts where possible. We believe that sharing this comprehensive fact base is an important first step toward developing a shared, citywide agenda to accelerate academic outcomes for students with disabilities. The landscape analysis can be found on the OSSE website.

Q46: LEAs that do not meet targets on the Office of Special Education Programs monitoring indicators must complete self-studies and develop Continuous Improvement Plans. How many LEAs completed self-studies in each of FY19 and FY20 to date? Detail what actions are included in the Continuous Improvement Plans.

RESPONSE: Attachment Q46: Disproportionate Representation Review Guide, FFY2018

Under the federal Individuals with Disabilities Education Act (IDEA), in addition to being potentially identified as having a "significant discrepancy" (see Q44), an LEA may also be potentially identified as having "disproportionate representation" of racial and ethnic groups in special education and related services that is the result of inappropriate identification. If identified, LEAs must complete a review of policies and procedures to assess whether this rate of representation was due to policies and procedures that do not comply with regulatory requirements. OSSE then reviews the LEA's self-assessment and underlying documentation to make a final determination regarding compliance. If the LEA is found to have noncompliance, OSSE will issue a finding and require an improvement plan.

In SY 18-19, there were 25 LEAs flagged for Disproportionate Representation reviews. Each LEA submitted its self-assessment for OSSE to review. Upon completion of the review, OSSE determined that all 25 LEAs had compliant policies, procedures, and practices, which did not result in inappropriate identification. As a result, the 25 LEAs were not required to submit a Continuous Improvement Plans (CIPs).

Q47: Provide an update on the work of the Advisory Panel on Special Education in FY19 and FY20 to date. At a minimum, please include the following:
(a) A list of all members of the Panel, including the organization they represent and the length of time they have served on the Panel; and
(b) A narrative description of any action items taken, or recommendations made by the Panel.

RESPONSE:

(a.) A list of all members of the Panel, including the organization they represent and the length of time they have served on the Panel; and

First Name	Last Name	Organization/Seat Designation	Length of Service
Michael	Blank	Parent	Appointed Nov. 2019
Latoria	Brent	Parent-Vice Chair of SAPSE	4 years
Julie	Camerata	Parent- Chair of SAPSE	8 years
Issacba	Davies	Department of Youth Rehabilitation Services	4 years
Jessica	DenHouter	University of Legal Services	Appointed Nov. 2019
Megan	Dho	Child Family Service Administration	2 years
Tracy	Dove	Parent	4 years
Joshua	Gillerman	Parent	Appointed Nov. 2019
Rochanda	Hiligh-Thomas	Parent	8 years
Sherin	Koshy	Community member representing a disability	Appointed Nov. 2019
Nicole	Lee-Mwandha	Office of the State Superintendent of Education	4 years
Matt	McCall	Parent	4 years
Aaron	McCormick	Parent	4 years
Luis	Morales	Department of Behavioral Health	4 years
Sylvia	Morrison	University of District of Columbia	Appointed Nov. 2019
Angela	Spinella	Department of Disability Services	Appointed Nov. 2019
Clifford	Waddy	Parent	4 years
Molly	Whalen	Parent	8 years
Roxanne	Williams	Parent	Appointed Nov. 2019
Deon	Woods- Bell	Parent	4 years
Margie	Yeager	Administrator	Appointed Nov. 2019

***Terms are for a minimum of two years.*

(b) A narrative description of any action items taken or recommendations made by the Panel.

The panel identified two areas in their annual report for additional attention –parental procedural safeguards and parent survey. In response to these recommendations, OSSE and the State Advisory Panel on Special Education (SAPSE) have engaged in the following activities in FY19 to FY20 to date.

Parental Procedural Safeguards-

SAPSE Recommendation 1-
SAPSE recommends that OSSE improve its ability to partner with educational organizations and agencies (e.g. Advocates for Justice and Education, Office of the Student Advocate, DC Office of the Ombudsman for Public Education, DC Special Education Cooperative, Children's Law Center, all DC agencies serving kids with special needs, etc.) in the District of Columbia who currently serve families and inform them when new educational tools, documents, etc. are developed and released.

OSSE Action-
OSSE agrees that meaningful, productive partnerships with educational organizations and agencies that support the interest of students with disabilities is important. OSSE will continue to look at new and robust ways to engage with these stakeholders. Towards that aim, the SAPSE, along with the Student Advocate Office, cohosted a Town Hall on Special Education where families and community members learned about the Individual with Disability Education Act (IDEA), Parental Procedural Safeguards and additional community resources that can aid in the betterment of services provided to students with IEP's in June 2019. Further, OSSE committed in its updated strategic plan to more deeply focus on academic outcomes for students with disabilities. OSSE developed a comprehensive landscape analysis to help establish a shared understanding of the current state of students with disabilities in the District. We believe that sharing this comprehensive fact base with these partners is an important first step toward developing a shared, citywide agenda to accelerate academic outcomes for students with disabilities.

SAPSE Recommendation 2-
SAPSE recommends that OSSE improve the ways in which it communicates with parents of students with disabilities. Specifically, OSSE should: a) Create a stand-alone website for parents of students with disabilities. This site should include resources, videos, and information on topics ranging from early intervention through secondary transition and should use multiple modalities to share information, such as video modules blogs and social media (in multiple languages) that are parent friendly; b) Ensure that all materials generated for parents are accessible and parent-friendly. Specifically, SAPSE would like for OSSE to prioritize two documents in this work- The "Procedural Safeguards" and the "Special Education Parent Information Brochure." SAPSE recommends that OSSE take the Procedural Safeguards document and create 2-3 versions taking into account length and readability; c) Revise the Special Education Parent Information Brochure to include more in-depth information.

OSSE Action-

Consistent and clear communication with families is vital to increasing student achievement for students with disabilities. To support compliance with the Individuals with Disabilities Education Act (IDEA) and ensure that the rights of students with disabilities are protected, OSSE publishes a notice entitled "Rights of Parents of Students with Disabilities: IDEA Part B Notice of Procedural Safeguards." This notice aids parents in understanding specific rights available to them and their child through IDEA and District of Columbia laws regarding special education. It is also translated into multiple languages in accordance with the DC Language Access Act. OSSE also provides additional resources such as the Special Education Brochure which is an easy guide to allow stakeholders to further explore IDEA and additional parent friendly content. In September 2019, OSSE hosted its annual DC Parent and Family Engagement Summit which focused deeply on students with disability. OSSE also provided services geared towards parents at EdFest in December 2019. Additionally, to support continuous improvement of our programs and offerings, OSSE has established an internal agency working group for special education. The team is comprised of agency leads with varying areas of expertise, allowing all special education items to be brought to the forefront of the agency.

Parent Survey

SAPSE Recommendation 3-

SAPSE has the following 5 tier approach to managing the Parent Survey as well as outreach efforts they would like for OSSE to consider. They are identified as follows:

1. Utilize best practices to increase participation and access to the survey; e.g. modeling other states with a higher return rate, utilizing social media, etc.
2. OSSE should make it more transparent that individual responses will be kept confidential and add language to ensure confidentiality for parents - especially that their answers will NOT be shared with their schools;
3. OSSE should explain to parents how the responses will be used and what outcomes the survey responses yielded (e.g., how are they using the responses to measure satisfaction with the program, what are their outcomes, etc.);
4. OSSE should share the survey results with the public and use them to recommend "tangible" changes in services/systems;
5. OSSE should provide parents with the opportunity to contribute to the development of the survey questions, and ensure that all the questions utilize parent-friendly language, and parents are permitted to provide further comments on their responses

OSSE Action-

The Parent Survey helps inform the training and resources OSSE provides for families regarding special education. Survey results can be found on District of Columbia IDEA Part B Local education Agency Report for Federal Fiscal Year 2017 (July 1, 2017 – June 30, 2018.Survey responses can also be found on the DC Part B, FFY 2017 State Performance Plan/Annual Performance Report.

Although OSSE has met established targets reported to the Department of Education for the APR, and has also remained steadfast in our ability to produce a compliant survey without a decrease in response rates, response rates for the Parent Survey have remained relatively low. OSSE continues to meet established goals around satisfaction rates reported to the Department of

Education for the APR. OSSE continues to explore ways to maximize outreach efforts, within the confines of FERPA and data privacy requirements, including broader online survey dissemination and distribution of surveys at the following events: Parent Summit, Secondary Transition Community of Practice Annual Retreat, EdFest DC, State Advisory Panel on Special Education monthly meetings and quarterly DC Supporting Families Community of Practice meetings. See Q48 for more information.

SAPSE/ OSSE Liaison Meetings- In order to ensure that disability-related policies, regulations and guidelines are developed with input from SAPSE, OSSE continually met with an identified policy liaison on a monthly basis to discuss any upcoming policy changes in order to ensure the SAPSE has an opportunity to authentically engage in State education policy work led by OSSE. During these meetings, existing and proposed policy are discussed upon request. OSSE also encourages the SAPSE to comment publicly on any rule or regulation proposed by the State regarding the education of children with disabilities.

Q48: Describe the annual parent survey that OSSE sends out regarding special education. At a minimum, please include in your response how many surveys were sent out and completed in FY19; when the surveys are sent out to parents; and describe OSSE's communication and outreach to parents regarding the survey in FY19. What is OSSE doing to improve parent participation rates?

RESPONSE:

Annually OSSE collects data for the U.S. Department of Education's Annual Performance Report (APR), Indicator 8 (Parent Involvement) through a parent survey. This survey gathers input on the extent to which schools are facilitating parent involvement as a means of improving services and results for children with disabilities.

OSSE is in the process of analyzing the most recent parent survey that was sent in July 2019 (fiscal year 2019/ federal fiscal year 2019), and expects it to be finalized by May 2020. The most recent survey administration with completed analysis is from the fiscal year 2018/ federal fiscal year 2018 administration. Parent surveys were mailed to all guardians with students receiving special education services, on July 5, 2018. This survey was distributed in both English and Spanish. The survey was open for completion from July 5, 2018 through December 12, 2018. Parents had the option of completing the survey online or returning the hard copy survey that was mailed to each home. Online, OSSE offers the parent survey in all languages required in the DC Language Access Act: Amharic, Chinese, French, Korean, Spanish, and Vietnamese.

A total of 13,315 parents were invited to participate in the survey and 611 completed the survey. Of the respondents, 88.9 percent indicated that overall, schools were facilitating parent involvement as a means of improving services and results for students with disabilities. OSSE continues to meet established goals around satisfaction rates reported to the Department of Education for the APR. OSSE continues to explore ways to maximize outreach efforts, within the confines of FERPA and data privacy requirements, including broader online survey dissemination and distribution of surveys at the following events: Parent Summit, Secondary Transition Community of Practice Annual Retreat, EdFest DC, State Advisory Panel on Special Education monthly meetings and quarterly DC Supporting Families Community of Practice meetings.

To learn more about the extent to which survey strategies are effective with all parent groups, OSSE also included optional items in the parent survey to collect extra demographic information from respondents. In addition, OSSE has revised the online survey tool to be more user-friendly and plans to further utilize social media to boost awareness and participation.

Q49: How many due process hearings and state complaints did OSSE issue final orders for in FY18, FY19, FY20 to date?

RESPONSE:

Due Process Hearings That Resulted In Final Order issued	
FY18	130
FY19	87
FY20 to date (Jan 16, 2019)	30

State Complaint Letters of Decision (LODs) Issued By Federal Fiscal Year (FFY)	
FFY 2017 (July 1, 2017-June 30, 2018)	19
FFY 2018 (July 1, 2018 – June 30, 2019)	23
FFY 2019 through the last date of DC FY19 (July 1, 2019 – Sept. 30, 2019)	9
**Note: Closed FFY totals may increase due to post-reporting issuance of LODs for complaints that are filed in one fiscal year and reach the 60-day decision due date in the subsequent fiscal year.	

Q50: OSSE published the DC School Report Card. Describe the public usage of the DC School Report Card since its release.

RESPONSE:

OSSE released the DC School Report Card for the first time on December 7, 2018. OSSE released year two of the report card on November 26, 2019.

During the first year of the report card, the DC School Report Card had 62,682 unique users. Those users logged almost 104,000 sessions and viewed over 439,000 pages. The average user viewed just over four pages per session and spent about three and a quarter minutes on the site per session. There were multiple spikes in usage where the average pages viewed per session grew to approximately seven pages per session in February, March, August, and the end of October/beginning of November.

Since the launch of the second year of the report card the site has had 12,133 unique users. Those users have already logged over 19,000 sessions and viewed nearly 94,000 pages. The average number of pages viewed per session is nearly five pages and the time on the site has increased to almost four minutes per session. We are seeing more users using the site, exploring more pages, and taking more time to review and understand the data and information provided.

Since first publication of the DC School Report Card, it has had over 73,000 unique users engage in over 122,000 sessions, and view over 530,000 pages.

The public has also utilized the resources provided on the website. There are links provided on the report card for resources tailored to parents and families, to educators, and a link for data and technical resources. On those pages there are links to informational videos about the report card and the STAR framework. These are also available directly on the report card site as well. The Report Card overview video has received nearly 150,000 views and the STAR Framework overview video has received over 145,000 views to date. These videos are also posted in Spanish and have received 114,000 and 88,000 views respectively. This year, four new videos have been released to assist users in better understanding the information available on different sections of the report card. Those videos are about Student Achievement, Graduation and College Enrollment rates, College & Career Readiness, and Attendance.

Q51: OSSE has also published its STAR rating system on the DC School Report Card. What analysis has OSSE conducted to date on the STAR rating system and how ratings are distributed across schools?

RESPONSE:

Each year in conjunction with the publication of the DC School Report Card, OSSE has released a statistical brief on the STAR Framework which includes a series of analyses, distributions, and correlations reviewing the results, as well as the interactions between student groups and metrics. Those are posted on the Data and Technical Resources tab of the DC School Report Card. The STAR Brief includes multiple distributions of the STAR Ratings as well as distributions of metric performance within the frameworks, reviews of the relationships between a school's student composition and the STAR score, analysis of growth metrics and STAR ratings, and a review of the chronic absenteeism metrics in the STAR Framework.

STAR Framework Reports and Analyses

- **2019 STAR Framework Brief and Appendices**: shares the citywide performance trends for frameworks, student groups, and metrics. The appendices share additional views and analyses of distributions and correlations including a review of distributions and correlations between frameworks, student group performance, sectors, and metrics.
- **2018 STAR Framework Report and Appendices:** this report shares the citywide performance trends for frameworks, student groups, and metrics.
- **2018 STAR Analysis Exploring Distributions and Correlations:** this report provides additional views and analyses of distributions and correlations including a review of distributions and correlations between frameworks, student group performance, sectors, and metrics.

Additionally, OSSE publishes a cross tabulated data file each year that allows the user to download all of the data available on the report card and in the STAR Framework and disaggregate it at the school, LEA, and state level for cross-tabulated student groups.

Q52: Provide an update of how OSSE is providing support to schools in the bottom 5% of schools in the STAR Framework.

RESPONSE:

The Every Student Succeeds Act (ESSA) requires OSSE to identify schools that perform at the bottom five percent of its statewide accountability system for Comprehensive Support (CS), type 1. OSSE identified these schools in 2018 and is in the process of investing $11 million in federal funding into those schools between SY18-19 and SY20-21 through the Investment in Schools grant. In year one of the grant (SY18-19), 10 CS1 schools received funding to conduct a needs assessment, engage stakeholders in creating school improvement plan and school improvement implementation.

All schools identified as CS schools (Type I and Type 2) in Dec. 2018 were required to take the following actions:

1. Conduct a school level needs assessment with input from stakeholders
2. Complete a resource equity analysis at the LEA level to analyze resource distribution at all schools, if applicable[6];
3. Develop a School Improvement Plan with input from stakeholders;
4. Have the plan approved by the LEA and OSSE (and the Public Charter School Board (PCSB), if a charter);
5. Participate in periodic monitoring of the plan by OSSE (and PCSB if a charter); and
6. Participate in state-level intervention if the plan is not successful after three years, or with an extension, after four years.

All of the school improvement plans are publicly available on OSSE's website.

CS1 schools are in their second year of Investment in Schools grant funding which involves schools' implementing per their approved school improvement plans. Of the 10 CS1 schools identified in Dec. 2018, two have closed. Therefore, eight CS schools are being funded in SY2019-20.

[6] The Resource Equity Analysis is designed for an LEA to analyze how resources are allocated to CS school(s) as compared to the other schools in the LEA. Therefore, if an LEA with a CS school is a single-site LEA, this requirement is not applicable

Special Education Transportation

Q53: With regard to special education transportation, please provide the following information for SY2018-2019:

(a) Any actions taken over the last year or planned for the next year to improve the special education transportation system;
(b) The current policy for providing transportation for special education students who must arrive to school early or late for extracurricular transportation;
(c) The number of special education students receiving transportation services from OSSE-DOT;
(d) The number of special education students receiving transportation services from contractors;
(e) The percentage of buses that arrived at school on time, broken down by month;
(f) The percentage of bus ride times that exceeded one hour, broken down by month;
(g) The number of complaints received regarding special education transportation, broken down by month and subject matter of complaint;
(h) The average number of days it took to resolve complaints regarding special education transportation, broken down by month and subject matter of complaint;
(i) The number of buses currently in service and their average age; and,
(j) The number of vans currently in service and their average age.
(k) The number of vehicles owned or leased by the District.

RESPONSE:

(a) Any actions taken over the last year or planned for the next year to improve the special education transportation system;

FY19 Actions Completed

In January 2019, OSSE DOT converted 200 frontline staff from part time to full time employees. This conversion afforded 200 additional employees with full benefits, yearly incentives, a higher hourly wage while addressing the need for the increasing number of staff to support students attending schools whose calendars span either 11 months or 12 months. In addition to the conversion, all school bus drivers and school bus attendants received a salary increase designed to create pay parity among similarly placed positions in DC government.

DOT offered 190 professional development opportunities covering over 20 topics for front line staff in FY19. To supplement onsite training, DOT also utilized virtual trainings that are displayed at the terminals as refresher and best practice reminders.

DOT implemented a customer service training program for all staff that provides practical skills and tools for employees to use as standards of behavior when communicating with parents, students, LEAs, stakeholders and colleagues. This program empowers employees to interact with students, families and each other in a caring and compassionate way. Participants are provided with interactive activities and practical tools to establish and sustain a culture of service

excellence. DOT has trained over 64% of its entire workforce in Communicate with Heart (CWH) to date to include executive team members, frontline managers, central office staff, bus drivers and bus attendants using a train the trainer model to support peer to peer training. Remaining staff will be trained in FY20. To supplement this training, DOT also launched the CWH Recognition Program which acknowledges employees from each terminal and headquarters that display CWH techniques with internal and external stakeholders.

OSSE DOT prepared a solicitation to procure 144 new buses equipped with cameras to monitor safety on the bus and to aid in the investigation of school bus incidents and accidents. DOT also awarded a contract and production began for 25 new vans equipped with cameras for student transportation.

OSSE DOT continued its ongoing partnerships with LEAs to increase community awareness in order to better inform children and families about student transportation services. DOT conducted approximately 200 school visits to assess the quality of transportation services and to remedy any issues and participated in numerous community events.

In FY19, OSSE DOT and the Department of General Services (DGS) finalized its architectural plans for the W Street Terminal (1601 W. Street NE). The project timeline was updated by DGS with a new completion date of 2022 for the terminal to be fully operational. In the interim, the terminal is being used as training space for staff and will later be used as swing space while the 5th Street Terminal is being renovated.

Actions Planned for FY20

OSSE DOT will pilot and fully launch the Parent Portal which will allow stakeholders to submit complaints utilizing an online submission process. The system is intended to streamline the complaint intake process.

OSSE DOT also plans to procure and pilot a more reliable, efficient and user- friendly Student Ridership Tracking System and GPS. This new system will enhance routing and reporting for all stops in a bus journey (arriving/ departing homes, schools, terminals), while easing the existing burden of utilizing multiple systems.

(b) The current policy for providing transportation for special education students who must arrive to school early or late for extracurricular transportation;

In addition to the daily school route, OSSE DOT provides transportation for eligible students to activities that are necessary for the provision of FAPE as specified in the student's IEP (e.g. secondary transition activities, education-related activities). To initiate transportation to such activities, LEAs shall submit the appropriate completed special accommodations request within five (5) business days of the IEP Team decision and at least ten (10) business days in advance of the activity. If the activity occurs after school hours, LEAs are responsible for making arrangements for transportation from the activity to the student's residence, subject to

reimbursement from OSSE DOT. OSSE-DOT publishes its Special Education Transportation Policy on the OSSE website.

(c) The number of special education students receiving transportation services from OSSE-DOT;

On average in the 2018-2019 school year, OSSE DOT provided services to 3,233 students, which includes 60 students who received parent reimbursement or received Metro cards for the DC One Card through the agency. This is a two percent decrease than the average number of students served last school year.

(d) The number of special education students receiving transportation services from contractors;

OSSE DOT contracts with an external transportation company to support operational needs in providing transportation to eligible students in the District. OSSE DOT does this in instances where a student may need an individualized route due to unusual circumstances.

	Aug-18	Sept-18	Oct-18	Nov- 18	Dec-18	Jan- 19	Feb- 19	Mar-19	Apr- 19	May-19	Jun- 19	Jul-19-ESY
Students Transported by Contractor	7	8	21	43	43	43	40	47	40	39	38	9

(e) The percentage of buses that arrived at school on time, broken down by month;

OSSE strives to transport students with disabilities to school safely, reliably, and on time. The table below indicates the percentage of buses that arrived at school on time and before the bell, broken down by month. OSSE-DOT sets goals for on-time performance. The definition of "On-Time Performance" (OTP) is arriving at school no earlier than 30 minutes before the bell and no later than 10 minutes before the bell.

	Aug-18	Sept-18	Oct-18	Nov- 18	Dec-18	Jan- 19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul- 19
OTP	78.8%	82.6%	85.9%	87.9%	89.0%	87.8%	88.3%	92.8%	91.6%	91.4%	90.7%	89.2%
Arrival Before Bell	90.0%	90.2%	92.9%	94.5%	94.8%	94.4%	94.6%	96.7%	96.2%	96.2%	95.4%	95.7%

(f) The percentage of bus ride times that exceeded one hour, broken down by month;

Ride times are determined on a case-by-case basis to take into account the individual medical needs of each student. The current ride-time standards set by OSSE DOT based on school locations are as follows:

- 75 minutes for programs in DC and within 6 miles of DC;
- 90 minutes for programs between 6 and 15 miles of DC; and
- 120 minutes for programs farther than 15 miles from DC.

Based on the current ride time standards set by OSSE DOT by school locations, the average percent of students within their scheduled ride times for SY18-19 are as follows:

- 75 minutes: 99.7%
- 90 minutes: 94.4%
- 120 minutes: 99.3%

The data below is the percentage of ride times that exceeded one hour, by month, based on scheduled pick-up and drop-off times for the morning commute:

	Aug-18	Sept-18	Oct-18	Nov-18	Dec-18	Jan- 19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19
>60 min	16.7%	20.9%	21.3%	21.3%	21.2%	21.3%	22.2%	23.2%	23.1%	23.6%	23.1%	12.9%

(g) The number of complaints received regarding special education transportation, broken down by month and subject matter of complaint;

Complaint Category	Aug -18	Sep-18	Oct-18	Nov -18	Dec -18	Jan-19	Feb -19	Mar-19	Apr -19	May-19	Jun -19	Jul -19	Total	Percent Substantiated
Early/ Late Bus	40	122	112	99	85	79	54	83	52	93	26	23	868	**65.7%**
Unprofessional Conduct	39	67	89	74	55	50	55	67	55	82	38	25	696	**6.5%**
Student Not Picked Up AM	5	8	14	22	21	22	13	10	9	14	3	10	151	**43.7%**
Student Behavior	6	8	10	8	14	13	10	12	12	15	4	3	**115**	**34.8%**
Operations Issues	6	9	14	16	7	7	9	9	8	9	3	7	104	**45.2%**
Route Issues	6	10	11	5	9	4	12	6	4	3		6	76	**53.9%**
Student Accommodations	1	4	4	3	4	2	2	4		4	1		29	**55.2%**
Administrative Issues	1	2	2	1	5	2	2	2	5	3	2		27	**37%**
Fleet Issues	6	6	1							7	1		21	**4.8%**
Student/ School Information	3	1	1							1			6	**66.7%**
Against Parent		1											1	**0%**
Total	113	238	258	228	200	179	157	193	145	231	78	74	2,094	**40.1%**

(h) The average number of days it took to resolve complaints regarding special education transportation, broken down by month and subject matter of complaint;

Complaint Category	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Total Avg
Early/Late Bus	8.4	16.6	21.2	10.6	14.2	10.1	6.2	5.2	6.2	4.9	4.7	6.8	11.1
Unprofessional Conduct	10.3	15.1	22.8	14.3	19.0	11.5	9.5	7.5	9.8	11.3	9.4	9.5	13.2
Student not picked up in AM	11.0	20.0	22.6	8.2	10.1	9.3	4.3	4.4	6.9	2.9	3.7	2.4	9.0
Student Behavior	8.7	7.1	21.9	21.6	12.9	11.2	6.3	8.8	8.7	13.2	26.3	7.3	12.4
Operations Issue	9.3	13.4	17.9	9.8	26.4	8.1	7.2	3.0	9.4	4.4	2.3	5.4	10.4
Route Issues	6.8	14.9	22.8	9.2	15.4	14.5	6.0	4.8	4.0	8.7		4.0	11.2
Student Accommodations	10.0	16.0	21.0	17.7	11.3	13.0	2.5	4.0	4.5	7.0	10.0		11.3
Administrative Issues	3.0	10.0	24.0	6.0	14.2	11.5	9.0	2.5	7.4	1.3	2.5		8.9
Fleet Issues	3.8	7.0	19.0							4.3	2.0		5.5
Student/School Information	4.3	9.0	34.0							5.0			10.2
Against Parent		10											10
Total Average	**8.8**	**15.4**	**21.8**	**12.0**	**15.4**	**10.5**	**7.3**	**6.0**	**8.0**	**7.6**	**7.9**	**6.8**	**11.6**

(i) The number of buses currently in service and their average age; and,

There are 585 school buses currently in service, with an average age of less than seven years.

(j) The number of vans currently in service and their average age.

There are 17 vans currently in service with an average age of 7 years old. Of the 17 vans, 9 are used to transport students, the remaining 8 are used by the fleet maintenance team.

(k) The number of vehicles owned or leased by the District.

DOT owns 622 school buses, 17 vans and 14 passenger vehicles which include pick-up trucks, mini vans and compact cars. OSSE DOT leases four mechanic trucks, one for each terminal. DOT has submitted a requisition to procure 144 school buses and 25 vans in the 2018-2019

school year. DOT anticipates placing the 25 vans in service for student transportation in the 2019-20 school year.

Q54: In FY19 and FY20 to date, how has OSSE taken steps to remedy each of the top three complaint issues received regarding special education transportation in FY19?

RESPONSE:

The top three complaints are (1) early/late bus; (2) unprofessional conduct; and (3) student not picked up.

To address the early/late bus complaints, the first step was to ensure that parents/guardians are aware that according to the OSSE DOT transportation policy, a bus can arrive up to 15 minutes before or after the scheduled pick-up time and still be on time. While this is standard practice for the door-to-door transportation industry, not all parent/guardians may be fully aware of the policy. DOT has continued to communicate to LEAs, schools and parents the importance of providing accurate contact information and emphasize procedures regarding pick up and drop offs. Specifically, at the start of the 2019-20 school year, OSSE communicated directly to parents for the first time to notify if we had previously transported their child but had not yet received a student's transportation request form (TRF). This would allow parents to work with the school proactively instead of waiting until a student was not picked up. DOT educates stakeholders through system trainings, webinars, OSSE's annual Start of School Summit, the Parent and Family Engagement Summit as well as through verification calls at the start of the school year.

The greatest contributor to buses arriving outside of the 30-minute window is staff shortage and absenteeism which typically results in OSSE drivers and attendants being required to cover more than one route or "doubling up" routes, which impacts timeliness .. OSSE DOT has continued to aggressively recruit bus drivers and attendants in order to decrease service delay. During the 2018-2019 start of school, DOT implemented an attendance incentive, Back to School Bucks, to encourage staff to come to work daily and on-time without any stakeholder complaints. This incentive was awarded to 841 staff, which is 600 more staff that were qualified to receive this award than the previous school year. OSSE DOT will continue its education campaign among bus staff about the importance of consistency for the student population that OSSE DOT serves and the impact to those students when they do not arrive on time.

To address the missed bus complaints, as described above, OSSE DOT has been working to improve the accuracy of student data as well as to streamline the student routing process. Many missed pick-ups are due to wrong addresses or inaccurate student ridership information (for example, a student may be picked up at different locations on different days of the week). OSSE DOT increased communication regarding the need for accurate information to LEAs and school officials through the Start of School Summit and other Start of School communications such as the agency newsletter and during TOTE training. OSSE DOT has been working to improve bus staff documentation of wrong addresses or students not riding in order to improve the process of updating that information with LEAs, and to expedite the time it takes to correct the information in the routing process. Additionally, OSSE DOT is working to strengthen relationships with school staff about student attendance in order to improve tracking as well.

To address unprofessional conduct complaints, OSSE DOT hired a lead Compliance Specialist dedicated to tracking unprofessional complaints. OSSE DOT has begun to develop a systematic way to track repeat concerns which include unprofessional complaints in order to conduct follow up training with staff and provide additional supports as needed. Additionally, DOT continued to train its staff in "Communicate with Heart"—a customer service training program developed by the Cleveland Clinic. This program empowers employees to interact with students, families and each other in a caring and compassionate way. DOT also continued training staff in "Right Response", a curriculum that provides bus drivers and attendants' additional skills on interacting with students and parents, focusing on proactive strategies to manage the environment.

Q55: Please provide an update on the Transportation Advisory Council. At a minimum, please include the list of representatives serving on the Council; the number of meetings held in FY19 and FY20 to date; priorities identified by the Council; and what changes to improve special education transportation that OSSE-DOT has undertaken as a result of the Advisory Council.

RESPONSE:

The goal of the Transportation Advisory Council (TAC) is to work with a cohort of individuals with diverse backgrounds, skill sets, and knowledge of special education services for students with disabilities. Members share ideas and make recommendations for the purpose of supporting transportation services to ensure students successfully begin and end their school day with best in class transportation service. Below is our current member list.

Name	Affiliation	Role
Yvette Rosendo	OSSE-DOT	Chair
Shaneika Webb	OSSE-DOT	Secretary
Molly Whalen	DCASE	Member
Doreen Hodges	DC Family Voices	Member
Emily Daggett	Parent	Member
Catherine Decker	St Coletta of Greater Washington	Member
Charles DeSantis	Parent	Member
Shara Greer	Children's Law Center	Member
Amy Alvord	Ivymount	Member

During school year 2018-2019 the TAC conducted a total of three (3) meetings. The TAC focused on the following priorities:

- Parent communication and route status information
    - Bridging the gap on communication with parents and terminal staff.
- Parent outreach and inclement weather information
    - Improved dissemination of pertinent information to parents such as route status and inclement weather information. Provided an update on the Parent Handbook process and when the document will be finalized and made available.

- LEA training and resources/ new system
    - Developing a parent portal and other interactive ways for parents/ guardians to receive information pertaining to their child and his/her transportation.
    - Coordinated the feedback process for new LEA system.

OSSE DOT has begun to incorporate these recommendations and has plans for further action. For example, OSSE DOT has implemented techniques to communicate with parents such as posting transportation information at schools and community events. Based on TAC feedback, DOT has also implemented a test group of parents to test all new external facing processes and systems.

Q56: Describe any technology upgrades OSSE-DOT has taken in FY19 and FY20 to date to better track buses and communicate with parents and schools regarding arrivals and pick-ups.

RESPONSE:
The past year OSSE DOT has made strong progress on technology systems by improving IT processes and procedures. OSSE DOT continued its quarterly auditing process to monitor the functionality of installed push-to-talk phones on all buses so that drivers have an easy, direct connection to dispatchers. Based on this quarterly audit, DOTs Data and Technology team are able to identify which units are working properly, which buses do not have units installed and which units are not working based on equipment failure or user error in order to make improvements.

OSSE DOT completed the transition to the Salesforce database, compliance and contact management systems and LEA/ schools portal. The initial transition to Salesforce began in October 2018 and the LEA/school portal launched in March 2019. Since then the system has improved the integration of student, school and routing data. OSSE DOT's Data and Technology team completed the upgrade of the Trapeze, Routing and Scheduling system. The upgraded system has been fully integrated with the Salesforce database. This integration and system enhancement allows the Parent Resource Center to provide parents with more comprehensive and up-to-date information. In addition, LEAs have the ability to see their student's transportation profile at a glance.

OSSE DOT also implemented a centralized ticketing system where all staff can submit and track technology issues in a timely manner.
Lastly, with the implementation of the Kronos application, all drivers and attendants are able to independently report their time and attendance. Staff are now able to check their time and related matters on their phone. This has improved payroll reconciliation and processing time.

Q57: Please provide an update on OSSE-DOT's efforts to reduce the number of vacancies with regard to drivers and aides. Also provide for SY19-20, the number of drivers/aides needed and how many of each is currently employed.

RESPONSE:

There are several strategies that OSSE DOT is employing to ensure that the agency has the appropriate number of drivers and attendants to serve all eligible students who require transportation. OSSE DOT In collaboration with OSSE HR, continued its hiring campaign in FY19. This recruitment effort resulted in the hiring of 61 bus drivers and 37 bus attendants during FY19 ending the fiscal year with a 5.54% vacancy rate. In September 2018, the driver bench was ten percent, by the end of the school year it increased by eight percent to a total of 18 percent, exceeding the target. This was also an eight percent increase from the end of last school year. The attendant bench was six percent in September 2018, which is a three percent increase from the same time last year. However, due to the growing increased need for 1:1 aide accommodations, the attendant bench was -2% by the end of the school year. Driver and attendant benches refer to the number of staff available for support in the event the permanently assigned staff are unavailable. It is important to note, driver and attendant benches can easily shift due to absence, extended leave, turnover and fluctuating route counts based on student enrollment. DOT continues to actively recruit bus drivers and attendants and put forth aggressive efforts to onboard staff as quickly as possible.

As of December 19, 2019, OSSE DOT had 62 vacancies; 36 of these vacancies have candidates selected. The remaining 26 vacancies include 6 bus drivers, 11 attendants and 9 administrative positions.

Although OSSE DOT continues to actively recruit bus drivers and attendants, maintaining staffing levels to support the increased numbers of students despite turnover and retention continues to be a challenge. To provide additional support, OSSE DOT outsourced some routes to contractors. This necessity has continued in SY19-20, with OSSE DOT outsourcing an average of 17 routes per month to contractors, which is a 56 percent increase then the 11 external contractors needed the same time last school year. The data below does not include the number of contractor routes, and only includes routes driven by OSSE DOT staff on OSSE DOT owned vehicles.

Month	Average # of routes	Average # of drivers needed (includes 10% bench)	Average # of Drivers employed & active	Average # of drivers present each day	Average # of attendants needed (includes 10% bench and 1:1 aides)	Average # of attendants employed & active	Average # of attendants present each day
Aug-19	453	498	582	547	592	570	519
Sep-19	523	575	583	527	667	570	505
Oct-19	524	576	586	531	672	573	513

Nov-19	524	576	580	517	674	577	509
Dec-18	528	581	584	511	679	573	500

Data only reflects DCPS regular school days

Note: Standard business practice for a fleet business is to have a bench of 10 percent more drivers than routes on any given day. OSSE DOT also implemented this practice for its bus attendants. In addition to the 10 percent bench implemented for bus attendants, some students (average of 87) need a one-to-one aide which increases the numbers of attendants needed from the standard practice of one attendant per route. Therefore, the number of attendants needed is 10 percent greater than the number of routes plus the number of one-to-one aides.

Post-Secondary Education and Career Education

Q58: Provide the list of schools that are considered Microsoft Imagine Academies. Please detail OSSE's efforts in FY19 to expand the number of Microsoft Imagine Academies to increase students' digital literacy and better prepare them for college and careers. What outcomes have been observed in FY19 from this program?

RESPONSE:

Participating Schools and Educational Centers (2018-19)

1. Academy of Hope Public Charter School (PCS)
2. Benjamin Banneker High School
3. The Community College Preparatory Academy
4. Friendship Collegiate Academy
5. Friendship Tech Prep Academy
6. Latin American Youth Center (LAYC) Career Academy
7. Luke C. Moore High School
8. McKinley Technology High School
9. Ron Brown College Preparatory High School
10. MLK Public Library

Programmatic Outcomes

The implementation of the Microsoft Imagine Academies in the District of Columbia in the 2018-19 school year resulted in the following outcomes**:**

- Total Exams Taken: 1,357
- Total Exams Passed: 719
- Passing Rate: 53%

Q59: OSSE funds free SAT testing for all DC public school juniors and seniors. Please provide the Committee the following:

(a) The cost of administering this program in FY17, FY18, FY19, and FY20 to date;

(b) How many students in grade 11 and grade 12 took advantage of this program for each of the above years; and

(c) The District's average SAT scores for FY17, FY18, FY19, and FY20 to date.

(d) What steps does OSSE take to support students' preparations for college admission exams?

RESPONSE:

In 2012, the Council of the District of Columbia passed the "Raising the Expectations for Education Outcomes Omnibus Act of 2012" (D.C. Law 19-142) which requires each student attending a public high school to take the SAT or ACT before graduating. Because the costs of both tests (over $40 per student) can be a barrier for students, OSSE provides all juniors and seniors who attend public high school in the District the opportunity to take the SAT without costs, through SAT School Day. During the fall semester, seniors take the SAT on a given day, and juniors do so during the spring semester. If an eligible student is present at school on SAT School Day, he or she is required to take the exam.

The table below summarizes the cost of administering SAT School Day and the number of students participating.

Fiscal Year	Administration Cost	Number of Students Served
FY17	$375,744	6200*
FY18	$351,921	6140
FY19	$382,091	6011
FY20	**	**

** Includes students who took SAT test on SAT School Day who self-reported as a junior, senior, or did not report grade.*
*** The number of juniors and seniors (based on OSSE-verified data) participating on SAT School Day dates in the 2019-20 school year are not yet available.*

Some students took the SAT on more than one test administration in a fiscal year. Therefore the number of SAT tests taken exceeds the number of SAT participants. The average test scores reported here represent the average of all scores even when a student participated in testing on more than one day.

The table includes two test groups – All Test Takers and SAT School Day participants. Both represent public and public charter school students enrolled in grades 11 and 12 during the fiscal year reported. SAT School Day participants are test takers who participate in SAT School Day test dates. All test takers includes students in grades 11 and 12 that take the SAT on any date in the reported fiscal year.

Fiscal Year	Test Group	Participants	Tests Taken	Math (out of 800)	Reading/Writing (out of 800)	Total (out of 1600)
FY2017	All test takers	6561	6958	436	448	884
FY2018	All test takers	6359	7180	441	459	900
FY2019	All test takers	6243	7381	446	462	908

Fiscal Year	Test Group	Participants	Test Taken	Math (out of 800)	Reading/Writing (out of 800)	Total (out of 1600)
FY2017	SAT School Day	6200	6245	431	441	872
FY2018	SAT School Day	6140	6288	433	451	883
FY2019	SAT School Day	6011	6296	435	452	887

In FY 2019 and FY 2020, OSSE provided funding for SAT preparation experiences through a grant to test preparation companies that apply in partnership with LEAs. In FY 2019, based on limited outcomes and changing best practices OSSE began exploring other avenues of supporting students' preparations for college admission exams. OSSE continued to: (1) provide the opportunity to take the SAT twice by funding SAT School Day for juniors and seniors, (2) support advanced coursework opportunities by funding dual enrollment and advanced placement examination fees, and (3) support summer bridge programs for sophomores and juniors.

High-quality secondary education prepares students for college entrance exams and postsecondary coursework, and OSSE contributes to this preparation by supporting DC's LEAs and schools in adopting rigorous standards and coursework, and by supporting their work to measure student achievement and growth using PARCC and DC Science assessments in high school. Scoring a 3+ on PARCC assessments is an indicator that students are approaching college-ready, and scoring a 4 or 5 indicates college readiness. Schools and LEAs can use this data to better understand students and groups that require additional support to be adequately prepared for their postsecondary choices.

ACT

Though OSSE provides SAT School Day for all juniors and seniors, LEAs and schools are able to obtain free or reduced price vouchers directly from ACT for students to take the ACT exam. ACT deems students eligible to receive vouchers if they are considered eligible for the Free and Reduced Meals Program (FARMS). If the student's school does not participate in SAT School Day, schools can request that OSSE assume the costs of the ACT for non-FARMS students. To date, two schools have made this request (Goodwill PCS and Kingsman Academy).

Q60: Provide an update on the OSSE Scholars Program in FY19 and FY20 to date. At a minimum, in your response, please include:

(a) The number of students who applied to the OSSE Scholars Program;
(b) The number of students who were accepted to the OSSE Scholars Program;
(c) The cost of the program per student;
(d) A description of how long students attend each program option; Activities and opportunities students experience through the OSSE Scholars Program;
(e) A description of OSSE's efforts in terms of student recruitment and outreach; and
(f) What outcomes have been observed as a result of the program?

RESPONSE:

The OSSE Scholars Program was created in spring of 2012 as an academic enrichment opportunity for high-achieving, low-income District of Columbia high school students with funding support from the U.S. Department of Education's College Access Challenge Grant (CACG), which ended in 2015. Through partnerships with selective postsecondary universities, this program has continued and exposes high school sophomores and juniors to university campuses, various academic disciplines, and peers from a wide variety of backgrounds.

The OSSE Scholars Program is briefly described below:

- Interested students submit an application during the fall (including an essay, income verification, and transcript), and complete an interview. OSSE staff conducts interviews with all eligible applicants and makes final selections.
- Once students have been accepted as OSSE Scholars, they apply directly to university programs. Students may only attend one university program within a given summer. OSSE Scholars is a need-based program and as such OSSE funds all program costs, as well as travel to and from each student's selected program.
- Accepted students and their parents attend at least one informational session prior to attending their program.
- Scholars also receive essay writing assistance and college and career counseling assistance.

(a-c)

The table below summarizes applications, acceptances, and costs for the OSSE Scholars Program in 2018, 2019, and 2020:

	Summer 2018	**Summer 2019**	**Summer 2020**
Number of students who applied to the OSSE Scholars Program	148	117	240
Number of students who were accepted to the OSSE Scholars Program	47 (17 DCPS, 30 public charter school)	44 (20 DCPS, 24 public charter school)	38 (15 DCPS, 23 public charter school)
Total cost of the program	$267,033.35	$ 245,996.09	$224,618
Average cost per student*	$ 5,681.56	$ 6,307.59 +	$ 5911

	Summer 2018	Summer 2019	Summer 2020
* Costs include tuition, travel, and educational supplies. The summer 2020 calculation is an estimate based on the agreements currently available with postsecondary institutions, and will change once invoices are available following program completion. + In summer 2019, 39 students were able to attend, which is the number used to calculate average cost per student.			

(d) Length of the program
In summer 2019, students attended programs at 13 postsecondary institutions including: Barnard College, Brown University, Columbia University, Cornell University, Duke University, Emory University, Harvard University, Northwestern University, Smith College, Stanford University, Syracuse University, University of Chicago, and University of Pennsylvania. Students apply to different programs at each institution, and the length varies for each program and scholar. In summer 2019, there were 20 program date ranges between June and August among the 39 scholars' program selections, but all programs run between two (2) and eight (8) weeks.

Activities and opportunities students experience through the OSSE Scholars Program
Students experience a variety of activities and opportunities through the OSSE Scholars Program. Prior to the summer experience, OSSE staff members provide a series of regular workshops and meetings to ensure OSSE Scholars are fully prepared. Pre-summer activities offered to Scholars include:

- New Student/Parent Orientation – OSSE Staff members introduce the expectations of OSSE Scholars and share details about deadlines.
- Travel Orientation – OSSE Staff members meets with students and parents about the intricacies of travel. Many of the Scholars have never traveled on an airplane before).
- Peer Orientation – Scholars alumni meet and discuss their experience with new Scholars.
- On-going and frequent 1:1 meetings with Scholars for essay writing and application assistance.

Once students arrive on campus, students are exposed to:

- College level academic courses;
- College professors and staff;
- College residence halls and college resident life; and
- Opportunities to explore the surrounding areas, and participate in exploration activities and other cultural exposure activities.

(e) OSSE's efforts in recruitment and outreach
OSSE's recruitment and outreach efforts involve working with high school counselors and LEA staff to share information about the program and explain the application process. OSSE staff also works with high school counselors to help them better understand selection criteria and thus recommend the best candidates for the program. OSSE staff also visits high schools to hold informational sessions with interested or eligible students.

(f) Program Outcomes

Every year OSSE administers surveys in order to measure student feelings and expectations around postsecondary education related to their experience as an OSSE Scholar. Overall, participants indicate that this experience increases their awareness and challenges their assumptions about college. 2019 OSSE Scholars gave the following feedback:

- "My experience as an OSSE Scholar has positively influenced my approach to making a smart college choice." – 79 percent Strongly Agree, 15.2 percent Agree
- "After participating in OSSE Scholars, I have a better understanding of what will be expected of me in college." – 78 percent Strongly Agree, 25 percent Agree
- "After participating in OSSE Scholars, I feel more confident in my ability to apply to selective and highly selective universities." – 59 percent Strongly Agree, 25 percent Agree
- "After attending their summer program, I am interested in attending this college after high school." – 47 percent Strongly Agree, 19 percent Agree

Q61: Please provide the number of dual enrollment seats and individual student enrollments OSSE funded in SY18-19 and SY19-20 to date.

RESPONSE:

Students participate in dual enrollment courses through their LEA. OSSE currently funds dual enrollment in two ways. In the first, OSSE awards competitive grants to fund dual enrollment programs with institutions of higher education (IHEs) that establish partnership agreements with LEAs through the Dual Enrollment Scholarship. IHEs are then reimbursed per student, per course, using these grant funds. The second, called the DC Dual Enrollment Consortium, began in the 2019-20 school year. The Consortium is designed to provide additional dual enrollment opportunities for all students, but particularly students attending small LEAs that may otherwise not be able to establish strong partnerships with multiple IHEs.

The following numbers detail student participation in OSSE-funded dual enrollment programs for SY2018-19, and SY2019-20 (to-date). The 2019-20 school year is the first year of enrollment through the Dual Enrollment Consortium. This means beginning the 2019-20 school year, students may be enrolled in programming provided by the Dual Enrollment Scholarship and the Dual Enrollment Consortium.

School Year	Number of students	Number of courses
2018-19	307	640
2019-20 (to-date)	160	342

2019-2020 Local University Partners	
Local University Partner	**Grade Level Served**
Catholic University of America –Undergraduate Admissions	12
Catholic University of America – Metropolitan School of Professional Studies	Adult GED Seeking Students
Marymount University	11 and 12
Montgomery College	10, 11, and 12
Trinity Washington University	11 and 12
University of the District of Columbia – Flagship Campus	10, 11, 12 and GED Seeking Students

2018-2019 LEA Partners
Capital City PCS
Carlos Rosario PCS
Cesar Chavez PCS
DCPS
Friendship PCS
EL Haynes PCS
LAYCCA PCS
Maya Angelou PCS
National Collegiate Preparatory PCHS
Paul PCS
Richard Wright PCS
SEED PCS
Thurgood Marshall PCS
Washington Leadership PCS
Washington Latin PCS

Q62: DC TAG helps D.C. residents afford college tuition by reducing the cost of tuition at public and private institutions in the DC metro area. Please provide the following for FY15, FY16, FY17, FY18 and FY19:

(a) The number of students participating in DC TAG overall and by each Ward;
(b) The amount of funds expended through the DC TAG program in total and the amount spent on students by each Ward;
(c) The average DC TAG award amount for the District and for each Ward;
(d) The historical graduation rate for students receiving a DC TAG award;
(e) A list of each institutions DC TAG students attend and the number of students at each institution; and
(f) DC TAG awards by annual household income.

RESPONSE: Q62 Attachment – DCTAG.xlsx

Q63: OSSE set a postsecondary enrollment goal in its most recent strategic plan. Describe the steps OSSE is taking in achieving that goal.

RESPONSE:

In its 2019-2023 strategic plan, OSSE set the ambitious goal that 1,100 additional students would enroll in postsecondary institutions by 2023 on a path to completing a two or four year degree. OSSE set this goal recognizing that in the DC region, the strong majority of jobs require some level of postsecondary education. Annually measuring progress will motivate continual improvement and maintain a sense of urgency as DC supports more students along the pathway to meaningful work and family-sustaining wages. The District administers PARCC annually to measure progress towards college and career ready expectations. Although the District has made steady gains over the past four years on PARCC, more progress is needed across all grades and subgroups of students to ensure more students are ready to succeed in college.

In FY19, the agency took multiple steps that support achieving this goal.

First, the agency began sharing actionable postsecondary enrollment data by adding 6- and 12-month postsecondary enrollment rates to the DC School Report Card, in addition to the existing college and career readiness indicators. This allows community and education partners to use this information at the school, LEA, and state-level to ask questions, make decisions about programming and supports, and identify any gaps among students accessing postsecondary education. This data will be available annually, including metrics displaying postsecondary enrollment rates for previous graduates from the prior two years. The metrics show the six-month and twelve-month postsecondary enrollment rates aggregated by state, LEA, and school levels for all students as well as by student groups.

There are many facets to postsecondary enrollment, and cost can be a key barrier for students and families. So, OSSE continued its work building the education ecosystem's capacity to address this barrier. Together with our partners we supported FAFSA completion work across all LEA's and schools, conducted outreach around the DC Tuition Assistance Grant (DCTAG) and other financial aid options, and maintained postsecondary access supports for students in particular groups – such as students experiencing homelessness.

Specifically, OSSE's Postsecondary and Career Education (PCE) division provided three workshops on college selection, financial aid and FAFSA completion. In addition, PCE continued to produce the DCTAG quarterly e-newsletter, TAGTALK. DCTAG, and also gave 96 presentations at college fairs, high schools, college access organizations, and other events that reached over 6,900 attendees (including both students and parents).

Second, OSSE promotes college access in various ways that include funding and direct program coordination. OSSE funds programs that expose low-income students to college-based and academically rigorous programs such as Dual Enrollment, Advanced Placement and International Baccalaureate (IB) exams, and by providing funding for SAT and ACT exams.

Further, the agency coordinates programs such as the OSSE Scholars program, which provides high-achieving, academically-motivated students who exhibit financial need with the opportunity to attend selective summer college programs, the College Conversations program, and the Adult College Completion (ACC) Initiative. College Conversations is an invite-only non-traditional college fair created to address the issue of student "undermatching" at the postsecondary level. This opportunity exposes invited students to more selective colleges and universities that students may not be familiar with but may be a better fit for their abilities and offer greater financial aid. Students gain exposure to the more nuanced admissions processes of selective colleges and universities. The ACC Initiative seeks to encourage first-time adult college students and adult learners who attended college and left without obtaining a degree to earn postsecondary credentials. It includes periodic college fairs and partnerships with programs such as Southern New Hampshire University's College for America Programs.

OSSE focuses on increasing college persistence and completion rates for students attending public schools in DC by implementing programs that promote FAFSA and college application completion, information sharing for students and educators around making smart college choices, and supporting summer bridge programs with a local university to help ensure students are academically ready to be successful in a postsecondary setting.

Last, the agency is investing in setting high expectations by working with stakeholders to create high-quality programs of study through its career and technical education programs. These programs ensure that each student in participating LEAs may choose from multiple postsecondary pathways that lead to high-demand, high-wage careers for this region. Further, they offer multiple on-ramps to postsecondary education, including certificate, apprenticeship, and work-based learning programs, while acknowledging that not all careers require a traditional two- or four-year degree.

The agency's postsecondary enrollment goal is one of three goals in the strategic plan that aim to reduce the achievement gap among students in DC; it is also a leading indicator for postsecondary completion. In the next few years, the agency and its partners will focus on the students most proximate to postsecondary enrollment (high school students), but in the future, successes related to the other goals of expanding access to high-quality early childhood programs and academic growth at the elementary and secondary level will ultimately ensure more DC students are prepared for the postsecondary pathways of their choice.

Q64: The District established the DC Re-Engagement Center (REC) to reconnect youth ages 16-24 to educational programs. Please provide an update on RECs activities and outcomes in FY19. Also include the RECs latest report.

RESPONSE: Q64 Attachment – DC ReEngagement Center FY19 Annual Report.pdf

The DC ReEngagement Center (REC) is a centralized District service through which out-of-school youth between the ages of 16 and 24 can reconnect to educational options and other critical services to support their attainment of a high school diploma or equivalency. OSSE spearheads this effort with support from DOES, Raise DC's Disconnected Youth Change Network, schools, CBOs, and other key partner agencies. In fall of 2018, the ReEngagement Center moved into the Office of Neighborhood and Safety Engagement building at 100 42nd Street, NE.

In an effort to successfully reconnect youth to school, ReEngagement Center specialists complete the following steps:

- Perform an assessment of academic and non-academic needs to develop individualized reengagement plans;
- Provide assistance identifying "best fit" educational options, including District of Columbia Public Schools, public charter schools, community based organizations, and faith based organizations;
- Provide support during the re-enrollment process (collecting documents, accompanying youth on program visits, and connecting youth to resources that address reengagement barriers); and
- Provide ongoing support for at least one year after enrollment occurs.

Number of Disconnected Youth Served in FY19

In FY19, the ReEngagement Center conducted 284 short intakes, conducted 249 full intakes (which includes a full intake interview that identifies barriers to enrollment and retention, a staff review of clients' past academic history, and student completion of the eCASAS assessment to determine literacy and numeracy levels), and successfully reconnected 191 youth to an education program.

The "stick rate," is another one of the REC's core outcomes which measures a student's six and 12 month persistence at the program they were enrolled in through the REC. The calculation is run once per quarter and is averaged across quarters using a weighted average of quarterly stick rates, which controls for variation in the number of youth in each cohort based on their date of enrollment. When constructing this measure, there is a distinction between clients who have remained engaged, or *active*, with the ReEngagement Center (successfully contacted by their case manager at least once per month) and those clients who are *inactive* for a variety of reasons (including but not limited to refusing services or changing contact information without notifying a case manager). Weighted "Stick Rates" for FY18 Q4 through FY19Q4 are presented in the table below.

DC ReEngagement Center Weighted Stick Rates (FY18Q4 through FY19Q4)

	6 Months	12 Months
Active[7] and Inactive[8] Clients	66.67%	47.95%
Active Clients Only	73.68%	57.31%

The six month stick rate describes the percentage of youth who, six months after enrolling for the first time since coming to the ReEngagement Center, were still enrolled or had earned a credential. Youth are included in this calculation if their 180th day since being first enrolled occurs in the quarter the calculation was computed.

The ReEngagement Center did not meet its targets for both enrollments and stick rate in FY19. We believe that this is due to staff transitions and a strong labor market for clients. It is also important to note that while the targets were missed, the stick rate increased significantly from last year (each category increased between ten and 20 percentage points), and is moving toward the target. For example, the DC ReEngagement Center's twelve month, weighted stick rate for active clients increased from 35.66 percent in the FY 2018 annual report to 57.31 percent in the FY 2019 annual report. This increase is related to deliberate steps taken to increase focus on the stick rates at the staff-level, as well as the ongoing development of additional tools that will support future increases.

Partnerships
The success of the DC ReEngagement Center is due to the many partnerships formed throughout the District. Below are some of the highlighted agencies that have contributed to the overall success of the ReEngagement Center (a full list of partnerships is in the attached report):

- Co-located intakes in Columbia Heights: The ReEngagement Center's bilingual specialist continues to conduct intakes as needed in Columbia Heights. This co-location addresses the need to provide service to youth who are not able or willing to come to the Northeast location.
- Department of Human Services (DHS): The ReEngagement Center participates in the bi-weekly coordinated entry youth housing meetings and is an assessment site for the youth and single adult housing assessments. DHS staff co-locate at the ReEngagement Center to support clients' who need to access TANF, SNAP, Medicaid, and other DHS administered benefits. Lastly, The ReEngagement Center is a primary TANF vendor which means that DHS can assign TANF customers who are eligible for REC services to the REC, thereby making those clients eligible for additional financial incentives through the TANF grant for consistently engaging with the REC and/or their relevant educational placement.

[7] "Active clients" are those clients who have a successful check in with their assigned ReEngagement Center Specialist at least once per month.
[8] "Inactive clients" are those clients who: have invalid contact information, have refused services, have not made successful contact with their assigned ReEngagement Center Specialist in 90 days, have moved out of state, are incarcerated, deceased, or have earned a secondary credential.

- Office of Neighborhood Safety and Engagement's (ONSE) Pathways Program: This initiative aims to decrease criminal justice involvement and improve the outcomes of those most likely to be the victim or perpetrator of a violent crime. The ReEngagement Center partners with the Pathways Program to provide educational assessments, planning, and referrals; as well as barrier identification and remediation for all Pathways participants.
- OSSE's Division of Early Learning and the Department of Human Services: ReEngagement Center Specialists have been trained to complete the full application process needed to issue child-care vouchers at the REC to youth parents who identify child-care as a barrier to re-enrollment.
- Department of Employment Services (DOES): DOES makes referrals to the REC, assists eligible ReEngagement Center clients in participating in the Career Connections employment program and the Marion Barry Summer Youth Employment Program (MBSYEP), provided multiple interns under the Project Empowerment program and the MBSYEP, and provided employment and job readiness services for REC clients through the American Job Center.
- Department of Youth and Rehabilitation Services (DYRS): DYRS refers clients in need of educational support to the ReEngagement Center and REC staff provide onsite intakes at DYRS's Achievement Centers twice a month.

Marketing and Canvassing
In FY 2019 the ReEngagement Center focused its marketing and outreach efforts on a summer-long grassroots campaign to reach various audiences, including youth eligible for services as well as friends and family who might make referrals. This included ReEngagement Specialists and a team of current and former clients who were assigned to the REC through the MBSYEP attending dozens of community events and canvassing neighborhoods in need of services throughout the District.

Q65: What programs were offered by OSSE in FY19 to assist District residents in achieving their high school equivalency?

RESPONSE:

The District of Columbia, through OSSE, offers residents multiple pathways through secondary education, including waivers for local education agencies (LEAs) to offer competency-based education programs, as well as funding for GED, National External Diploma Program (NEDP), and basic education programs for adult learners.

Specifically, OSSE assists District residents in achieving their high school equivalency in two ways – (1) direct service at OSSE's GED Program Office, and (2) federal and local sub-grants to programs that provide basic education and preparation for two high school equivalency assessments – the GED and the NEDP. Both options support pathways to a secondary credential, either a traditional high school diploma or a state diploma.[9]

Since the state diploma option was enacted, each adult learner who passes all sections of the GED has received a state diploma, and learners who complete an NEDP have received either a high school diploma or state diploma, depending on the entity that supported their NEDP completion (see Program Support below).

Between October 1, 2018 and September 30, 2019, OSSE awarded 297 State High School diplomas to residents who passed all sections of the GED and 32 State High School diplomas to residents who successfully completed the NEDP for a grand total of 329 State Diplomas earned.

GED Program Office

The DC GED Program Office is an official GED® testing center and serves as the single source in DC for administering the GED® Tests via computer and endorsing candidates who successfully pass the GED Tests to receive the state diploma. This office informs adult educators and learners about the GED requirements, and provides professional development, technical assistance, and resources to GED instructional programs to support students' success in GED programs. Since FY 2016 individuals who passed the GED received state diplomas.

Program Funding and Support

OSSE's Adult and Family Education (AFE) team supports LEAs and community-based organizations in the District that offer the NEDP. The NEDP awards a secondary credential to adults who successfully demonstrate academic and life-skill competencies that have been determined to be what every high school student should know or be able to do. The AFE team works with Comprehensive Adult Student Assessment Systems (CASAS), NEDP National Office, DC Public Schools (DCPS), the DC Public Charter Schools, and community-based organizations to expand the NEDP option in the District of Columbia.

[9] In FY 2016, the DC State Board of Education approved OSSE's proposal to award a District of Columbia State Diploma for the District's adult learners who had passed the GED exam or successfully completed the National External Diploma Program (NEDP) requirements.

It is important to note that not all residents who complete an NEDP earn a state diploma, as some NEDP programs are offered through LEAs that award a high school diploma. For this reason, NEDP completers and NEDP completers with a state diploma are different metrics.[10]

[10] Please note, the Adult Education team is federally funded and submits a federal Annual Performance Report based on the federal fiscal year (July 1, 2018 – June 30, 2019), which cites related, but different counts for residents earning credentials.

Q66: Please provide and update on the Adult and Family Education (AFE) grant.

RESPONSE:

In FY 2019, OSSE AFE, in collaboration with the WIC, awarded Adult Education and Family Literacy Act (AEFLA) and WIC Career Pathways funding to 10 sub-grantees to implement the Integrated Education and Training (IE&T) service models introduced in the FY 2017 grant competition. These sub-grantees include:

- Academy of Hope Public Charter School
- Briya Public Charter School
- Catholic Charities
- Congress Heights Community Training and Development Corporation
- Four Walls Career and Technical Education Center
- Latin American Youth Center
- Opportunities Industrialization Center – DC
- So Others Might Eat (SOME)
- YouthBuild Public Charter School
- YWCA – NCA

The IE&T models implemented by the 10 providers include the provision of adult education and literacy, workforce preparation, and training services for a specific occupation or occupational cluster to 1,000 District residents for educational and career advancement. IE&T programs provide adult learners with an opportunity to enhance their literacy and numeracy skills or to earn a secondary school credential while working towards acquiring an entry level and/or industry recognized certification.

Reporting
The grant is a federal grant, and AFE reports to the National Reporting System (NRS) annually on metrics required by the Department of Education.[11] These learners can be broken down into the following categories (as defined by AEFLA):

- In total, 1,144 adult learners received services in OSSE AFE funded programs in FY19.
    - Of this number, 1,062 learners met the National Reporting System (NRS) guidelines of having a valid assessment and 12 or more instructional hours in the program year to be reportable to the US Department of Education.
    - The remaining 82 adult learners engaged in one to 11 instructional hours.

For FY 2019, OSSE AFE negotiated a measurable skill gains performance target of 43 percent for all ABE and ESL Educational Functioning Levels (EFLs). This target represents the proposed percentage of adult learners making a measurable skill gain (e.g. achieving an educational functioning level gain, acquiring a secondary school diploma or its equivalent, or exiting a program below the postsecondary level and enrolling in postsecondary education and training

[11] Office of Career, Technical, and Adult Education (OCTAE) National Reporting System as of Jul. 1, 2017- June 30, 2018.

during the program year). OSSE AFE exceeded its target of 43 percent, with 529 of 1,062 (49.8 percent) of students enrolled in an OSSE AFE funded program achieving a gain. This reflects a 3.3 percentage point, increase over the percentage of students with measurable skill gains in FY18 – (42.6 percent).

Q67: The following questions refer to the DC Data Vault:

(a) What agencies and specific programs are utilizing the Data Vault as of Feb.1, 2020, to determine if a client previously took the CASAS test and to find the individual's score?

(b) What agencies and offices or programs currently utilize Data Vault to upload new information about a client (e.g. their new CASAS score)? Which, if any, programs currently use the Data Vault to upload or access information *other than* CASAS referrals or test scores? What information?

(c) Which agencies and specific programs currently utilize the Data Vault to make referrals to external organizations that offer the CASAS test?

(d) Are there plans to add additional agencies? Which agencies and what is the target date for each agency? What information will they access or upload?

(e) Do any *providers* currently have access to the Data Vault to obtain information about their clients? If so, which agencies and programs arrange for Data Vault access to their providers? Please specify what data the providers may access.

(f) In FY19, for each office or program that used the Data Vault, how many total referrals did the office or program make through the Data Vault to external organizations for the purpose of taking a CASAS test or other literacy services? How many such referrals were made in FY20?

(g) Were all referrals in FY19 to one of the 10 OSSE Adult and Family Education subgrantees? Please provide the number of students referred through the Data Vault to each of the following OSSE subgrantees in FY19. If referrals were also made to other groups through the Data Vault, please add rows for each of them.

RESPONSE:

The Workforce Innovation and Opportunity Act (WIOA) requires many District agencies to work together on implementation of the DC WIOA Unified State Plan, to ensure that:

- Every DC resident is ready, able, and empowered to discover and attain their fullest potential through lifelong learning, sustained employment, and economic security.
- Businesses are connected to the skilled DC residents they need to compete globally, are full participants in the workforce system, and are able to drive the District's economic growth.
- Residents and businesses in all eight wards are supported by a system that includes coordinated, cohesive, and integrated government agencies and partners working to help communities thrive.

The DC Data Vault was created in 2015 as a transactional data system that helps the District to focus on better serving customers by improving interagency collaboration and streamline, coordinate and integrate the provision of education, training and other related services to District residents. Since inception, 4,971 unduplicated clients have been served via the Data Vault. WIOA core partner agencies including the Office of the State Superintendent of Education, Department of Employment Services, Department on Disability Services/Rehabilitation Services Administration, and Department of Human Services are working together to use the DC Data

Vault. The DC Data Vault is managed by OSSE in collaboration with Literacy Pro Systems, Inc. (the developer of the OSSE AFE's management information system – LACES (Literacy Adult Community Education System).

(a) What agencies and specific programs are utilizing the Data Vault as of Feb.1, 2020, to determine if a client previously took the CASAS test and to find the individual's score?

The DC Data Vault is currently being utilized to determine if a client previously took the Comprehensive Adult Student Assessment Systems (CASAS) test and find an individual's scores by:

- All ten of OSSE Adult and Family Education providers (Academy of Hope Public Charter School, Briya Public Charter School, Catholic Charities of the Archdiocese of Washington, Congress Heights Community Training and Development Corporation, Four Walls Career and Technical Education Center, Latin American Youth Center (LAYC), Opportunities Industrialization Center-DC, So Others Might Eat (SOME) Center for Employment Training, YouthBuild Public Charter School, YWCA National Capital Region);
- Staff at all four of the DOES American Job Centers;
- Rehabilitation Services Administration (RSA); and
- Department of Human Services Economic Security Administration (DHS ESA).

(b) What agencies and offices or programs currently utilize Data Vault to upload new information about a client (e.g. their new CASAS score)? Which, if any, programs currently use the Data Vault to upload or access information *other than* CASAS referrals or test scores? What information?

The DC Data Vault is currently being utilized by OSSE Adult and Family Education state staff and all ten providers as well as staff at all four the DOES American Job Centers to upload new information about a client, primarily assessment data and intake information. Other information that these groups upload and access include: customer demographic data, release of information consent forms, learning needs screening results if applicable, eligibility documents and program referral information in addition to CASAS assessment data. Additionally, Data Vault users are able to access information from and link customers the DOES' Virtual One Stop called DC Networks, DDS/RSA application and DHS ESA application for public benefits.

(c) Which agencies and specific programs currently utilize the Data Vault to make referrals to external organizations that offer the CASAS test?

The DC Data Vault is currently being utilized by OSSE Adult and Family Education state office staff, staff at all ten AFE providers, and staff at all four DOES American Job Centers for the purpose of making referrals to external organizations that offer CASAS tests. DHS and DDS/RSA staff have received CASAS, Supporting Adults with Special Needs and DC Data Vault training, as well as technical assistance in setting up CASAS eTest labs and resources.

(d) Are there plans to add additional agencies? Which agencies and what is the target date for each agency? What information will they access or upload?

Yes, there are plans to add agencies to the Data Vault. Priority organizations include: the University of the District of Columbia (Community College/Flagship), DHS ESA service providers/vendors, Department on Disability Services/RSA service providers/vendors, and WIC Eligible Training Providers/One Stop Delivery System Partners (Potomac Job Corp. and DCHA). WIOA core partner agencies continue to engage in conversations regarding DC Data Vault implementation and expansion via Data Vault Working Group meetings which are jointly facilitated by OSSE and the Workforce Investment Council. One of the key outcomes of this working group has been the creation of a multi-agency MOA, which includes plans for multi-directional data sharing and interoperability of data systems. In the future, additional programs may be added such as other programs in DOES, DHS, Department of Behavioral Health, Adult-serving Public and Charter Schools, other WIOA partner agencies, and other District government and community-based agencies.

Future users will be able to access the DC Data Vault to:

- Facilitate the referral of customers to and from agency partners for services;
- Allow staff to register customers for assessment and adult education, training and other related services;
- Provide access to customer information and notifications to key staff at each agency;
- Allow participating staff to upload and maintain customer eligibility documents so that they can be accessed by each agency;
- Link District residents to DC Networks to register in the Virtual One Stop;
- Link District residents to DDS/RSA to access, complete and upload application for services;
- Link District residents to DHS application for public benefits;
- Track customer participation, performance, progress and outcomes across partners; and
- Facilitate cross agency communication and collaboration of services for DC residents.

(e) Do any *providers* currently have access to the Data Vault to obtain information about their clients? If so, which agencies and programs arrange for Data Vault access to their providers? Please specify what data the providers may access.

Yes, OSSE's ten Adult and Family Education providers, DOES AJC staff, DHS ESA and DDS/RSA currently have access to obtain information about their clients. Please see response in part (d) above for a listing of the information that can be accessed.

(f) In FY19, for each office or program that used the Data Vault, how many total referrals did the office or program make through the Data Vault to external organizations for the purpose of taking a CASAS test or other literacy services? How many such referrals were made in FY20?

Three OSSE AFE providers (Four Walls Career and Technical Education Center, OIC-DC, and YWCA-NCA) serve as onsite provider partners at each of the American Job Centers. The

agencies provide assessment and learning needs screening services to District residents at the American Job Centers. DOES American Job Center staff primarily use the DC Data Vault to make referrals for CASAS assessment services or to provide information and access to District residents about available education and training options. As other agencies and programs are added to the Data Vault and increase usage, these numbers are expected to increase.

In FY19 (10/1/18 – 9/30/19):

- 1,169 referrals were made for assessment services.
- 67 referrals were made for literacy or IE&T services.
- Total: 1,236 referrals

During the first quarter in FY20 (10/1/19 – 12/31/19):

- 88 referrals were made for assessment services.
- 13 referrals were made for literacy or IE&T services.
- Total: 101 referrals.

The table below shows the number of referrals through the DC Data Vault by subgrantee or core partner agency. There were 1,236 referrals to an external organization for the purposes listed above in FY19 (Oct. 1, 2018 – Sept. 30, 2019), and 101 referrals during the first quarter in FY 20 (Oct. 1, 2019 through Dec. 31, 2019). The total referrals represent the number of referrals made through the Data Vault, including District residents who have been referred multiple times for services.

Number of Referrals Received through DC Data Vault

OSSE Subgrantee+ or WIOA Core Partner Agency Name	FY19		FY 20 (as of Dec. 31, 2019)	
	Assessment Services	Literacy/IE&T Services/Classes	Assessment Services	Literacy/IE&T Services/Classes
Academy of Hope Public Charter School+	0	0	0	0
Briya Public Charter School+	0	0	0	0
Catholic Charities of the Archdiocese of Washington+	0	0	0	0
Congress Heights Community Training and Development Corporation+	0	0	0	0
Four Walls Career and Technical Education Center+*	596 (AJC HDQ)	9	44 (AJC HDQ)	1
Latin American Youth Center+	0	0	0	0
Opportunities Industrialization Center-DC+*	307 (AJC SE)	16	23 (AJC SE)	0
So Others Might Eat+	0	0	0	
YouthBuild Public Charter School+	0	0	0	0
YWCA National Capital Region+*	265 (87 AJC NE + 178 AJC NW)	1	21 (6 AJC NE + 15 AJC NW)	0
Anacostia Community Outreach Center	0	0	0	0
Covenant House Washington	0	0	0	0
Ethiopian Community Center	0	0	0	0
Literacy Volunteers and Advocates	0	0	0	1
Perry School	0	0	0	0
Southeast Ministry	0	41	0	11
Washington English Center	0	0	0	0
Washington Literacy Council	0	0	0	0
Department on Disability Services/Rehabilitation Services Administration	1		0	0
Sub-Total, by Type of Referral	**1169**	**67**	**88**	**13**
All Referrals, by Fiscal Year	**1236**		**101**	

*Three sub-grantees (Four Walls, OIC-DC, and YWCA-NCA) serve as the OSSE AFE Onsite Provider Partner for the DOES AJCs and provide assessments services for DC residents at the AJCs. Referrals at those sites are included in the sub-grantee's count. DOES AJC staff also provide assessment services.

(g) Were all referrals in FY19 to one of the 10 OSSE Adult and Family Education subgrantees? Please provide the number of students referred through the Data Vault to each of the following OSSE subgrantees in FY19. If referrals were also made to other groups through the Data Vault, please add rows for each of them.

Yes, the referrals were to three AFE sub-grantees and one AFE provider's IE&T partner agency. Please see the table in response (f) for this information.

My School DC

Q68: Please provide an update on the OSSE budget and operations for MySchool DC. Please include the following information:
(a) What changes, if any, were made to MySchool DC in FY19?
(b) What changes, if any, will be or have been made in FY20?

RESPONSE:
My School DC tracks the percentage of applicants that enroll (accept a seat) at schools where they were matched or made a waitlist offer through the common lottery system, yet only some students who receive an opportunity to enroll in a school from the lottery actually do so. For the 2018-19 school year, approximately 8800 out of the roughly 16,000 applicants (58 percent) matched. Also, approximately 3,300 students enrolled in a DCPS or public charter school based on a waitlist offer. Note that these students could have also received an initial match that they later declined. A remaining 9,000 students declined an opportunity to enroll, whether that enrollment offer stemmed from an initial match or a waitlist offer. These data are not yet available for the 2019-20 school year.

(a) What changes, if any, were made to MySchool DC in FY19?
In FY19, My School DC maintained the implementation of the common lottery and outreach program while enhancing the program in the following ways:

- Increased LEA participation in My School DC, adding Mary McLeod Bethune, Ida B. Wells Middle School, Bard High School Early College, Mundo Verde – Calle Ocho campus and Lee Montessori – East End campus.
- Changed application to accommodate closures and late changes to school landscape in the My School DC application such as schools closed, schools taken over to be operated by other LEAs with ensuing changes to feeder pathways, and schools with grades added or removed.
- Expanded outreach preceding EdFEST significantly boosting individual attendance for the citywide school fair.
- Changed operational strategy and technology to improve triage of the queue of callers, and increased number of calls taken on the My School DC hotline to over 18,000.
- Enhanced partnerships and outreach strategies to at-risk families encouraging recognition of the deadlines for lottery applications and increasing the proportion of at-risk applicants in before those deadlines.

(b) What changes, if any, will be or have been made in FY20?
In FY20, My School DC's will:

- Dedicate significant resources to implementing a pilot which will provide advantage in the lottery for at-risk students at one school and tracking outcomes.
- Increase participation in My School DC adding Latin American Montessori Bilingual PCS, The Social Justice School, The Sojourner Truth School, the I Dream Academy, and Girls Global Academy.

- Implement the ability for applicants to do a live chat with staff members to resolve small errors quickly without waiting on a hotline call response.
- Prepare to implement one-to-one text messaging for applicants that receive waitlist offers in order to prevent missed opportunities.
- Prepare to enhance the matching algorithm so that it provides additional information about data errors to allow for faster resolution; accommodate new priorities for matching: allows for automatic allocation of seats for at-risk students and weightings; has a defined support owner and support procedures for operational assistance and defect resolution; and is cloud-based for increased security and reliability.
- Create second five-year strategic plan for My School DC with the Common Lottery Board.

My School DC's operating budget comes from a variety of sources, including local, federal and intra-district contributions to support personnel and non-personnel costs. The table below compares the FY19 and FY20 approved budgets:

	Funding Source	PS vs NPS	FY19 Approved Budget	FY20 Approved Budget*	FY20 vs FY19 Approved Budget	FY 2019 Approved FTE	FY 2020 Approved FTE
My School DC	***LOCAL FUND***	PS	$705,882	$742,351	$36,469	7.0	7.0
		NPS	$415,247	$597,207	$181,960		
		Local Subtotal	$1,121,128	$1,339,558	$218,430		
	OPERATING INTRA-DISTRICT FUNDS	NPS	$300,000	$300,000	$0		
		Operating Intra-District Funds Subtotal	$300,000	$300,000	$0		
		Total	$1,421,128	$1,639,558*	$218,430	7.0	7.0

** MSDC' operating budget includes additional funding sources (i.e. federal & intra-district). The total revised FY20 budget for MSDC is approximately $2.55M.*

Q69: Provide the Committee with the following data for each My School DC lotteries operated for SY18-19 and SY19-20:

(a) The number of participating schools;
(b) The total seats are available broken down by school/campus and grade level at the beginning of the lottery period;
(c) The number of applications were submitted by the first deadline;
(d) The match rate for applications submitted in the first round (i.e., how many families got their first choice, second choice, third choice, and so on);
(e) The percent of families that accepted their match;
(f) The average number of schools parents/guardians select (12 being the most);
(g) The number of seats that were still available at the end of the lottery period broken down by school/campus and grade level; and
(h) A response to if the system is more streamlined and transparent with only one round (versus two in previous years).

RESPONSE: Q69 Attachment – MSDC (a-d, f and g).xlsx

(e) The percent of families that accepted their match;

My School DC tracks the percentage of applicants that enroll (accept a seat) at schools where they were matched or made a waitlist offer through the common lottery system, yet only some students who receive an opportunity to enroll in a school from the lottery actually do so. For the 2018-19 school year, it was approximately 8800 out of the roughly 16,000 (58 percent) of initially matched students that accepted their offer. Also, approximately 3,300 students enrolled in a DCPS or public charter school based on a waitlist offer. Note that these students could have also received an initial match that they later declined. A remaining 9,000 students declined an opportunity to enroll, whether that enrollment offer stemmed from an initial match or a waitlist offer. These data are not yet available for the 2019-20 school year.

(h) A response to if the system is more streamlined and transparent with only one round (versus two in previous years).

In FY15, the My School DC team recommended and the Common Lottery Board voted to eliminate Round 2 in the lottery and replace it with a ranked post-lottery application. This change has expedited results for families and schools after the main lottery round. Families have applied earlier each year (i.e. a higher percentage of applications in before the deadline). The family can see their results and waitlist position in real-time after the initial lottery round, increasing and expediting transparency. In order to maintain the "waitlist cleaning" function that Round 2 formerly served for schools, we implemented a ranking feature in the post-lottery period. Schools can advertise and fill open seats more quickly with this round structure. My School DC has received no negative feedback since the implementation of this change several years ago.

Q70: Describe My School DC's efforts to provide training and outreach to D.C. Public Libraries or other agencies to be able to assist patrons attempting to use My School DC during FY19 and FY20. Please describe the nature of those training or outreach sessions.

RESPONSE:

My School DC coordinates annually with DC Public Libraries (DCPL) to ensure that its patrons with school-aged children are fully informed of the annual public school lottery. We do so in multiple ways:

- In FY19, My School DC presented on the lottery application process to DCPL librarians to ensure they're apprised of the deadlines, where families can access the application, and how the lottery works;
- Copies of the school directory are made available at each library branch;
- My School DC participates in DCPL's annual Sing, Talk, and Read (STAR) Festival and DCPL participates in EdFEST – the annual citywide school fair;
- DCPL also informs its patrons of the lottery application deadlines through its monthly e-newsletter and its Books from Birth email alerts;
- My School DC partners with or supports other government agencies to ensure DC families are apprised of the lottery application period. These agencies include Department of Human Services, Department of Health, Department of Parks and Recreation, Office on Latino Affairs, Office on Asian and Pacific Islander Affairs, Office on African Affairs, Child and Family Services Agency, Department of Youth Rehabilitation Services, Office of the Chief Technology Officer, District of Columbia Housing Authority, the State Board of Education and the DC Council. Specifically, My School DC establishes partnerships with community organizations and government agencies that serve and support families with school-aged children as a core strategy of engagement. The ways in which My School DC partners with these groups include, but are not limited to, training staff on the lottery application process, conducting parent workshops and providing direct application support to families, equipping staff with informational material, such as our school directory and Guide to My School DC, to distribute to families, and providing core messaging for partners to utilize through their communications channels (newsletters, social media, etc.) to inform families of the lottery deadlines and process; and
- My School DC also directly partners with or supports community-based organizations, child care facilities, and community and parent groups by training staff on how to navigate the lottery application process or directly presenting to students and families. A notable partnership in FY19 is with OSSE and Head Start Agencies, for which My School DC has created a "train-the-trainer" toolkit and is directly training staff to help families navigate the education landscape and school lottery process.

Lastly, My School DC partners with the 200+ participating schools (both DCPS and charter) to ensure families are fully supported throughout the application period. We have created an open

house toolkit for schools, provide school counselor trainings to 8th grade counselors, and provided direct support at school open houses, fairs, and student workshops.

Q71: Provide the languages in which My School DC offers website information and other information regarding language access provided to families.

RESPONSE:

My School DC conducts extensive outreach to connect with families whose native language is not English. My School DC offers its information to families, schools, and stakeholders in multiple languages in the following ways:

- The My School DC website – MySchoolDC.org – is fully accessible in English and Spanish. Informational pages that contain key information about the lottery, including deadlines and how to apply, are also available on MySchoolDC.org in Chinese, Vietnamese, Amharic, and French.
- The My School DC application is fully accessible in English and Spanish. Detailed application user guides are available in Chinese, Vietnamese, Amharic, and French for individuals to use as a guide as they complete the application in English. In-language application support is available through the My School DC Hotline by way of bilingual staff and telephonic interpreters. Our bilingual staff members are fluent in English and Spanish; the telephonic interpretation service provides real-time support in over 100 languages. The My School DC application also requires that guardians indicate their preferred language of communication so we can communicate accordingly when making outgoing calls to families.
- The Guide to My School DC – a guide on how the lottery application process works - is available and distributed at events and through community partners in English, Spanish, and Amharic (the top 3 most encountered languages via My School DC); the My School DC Overview video and How Does the Matching Algorithm Work video are available in English, Spanish, Chinese, Vietnamese, Amharic, and French; the My School DC School Directory is available to families in English and Spanish; all My School DC flyers (i.e., Key Dates flyer and Community Office flyer) are available in English, Spanish, Chinese, Vietnamese, Amharic, and French; and our "Questions by Parents for Parents" (questions developed by our Parent Advisory Council to help support parents' school visits) are available in English, Spanish, Chinese, Vietnamese, Amharic, and French.
- EdFEST – the District's annual citywide school fair – took place in December and was fully supported by a team of interpreters that covered the following languages: Spanish, Mandarin, Vietnamese, Amharic, French, Arabic and American Sign Language (ASL). Our field team – the team we deploy to engage and support families throughout the application period – is staffed with bilingual staff who speak Spanish and Amharic and who are trained on how to use our telephonic interpretation service. The field team also staffs two seasonal offices for in-person assistance that limited or non-English speakers can use.
- Traditional advertising (print, TV, transit, radio) promoting the lottery application period is executed in English, Spanish, and Amharic (radio and print). External communication via email and text alerts is sent in English and Spanish with explanatory

text in Chinese, Vietnamese, French, and Amharic stating that families should call the My School DC Hotline if they have questions about their results.

- Lottery results letters are mailed in English and Spanish with explanatory text in Chinese, Vietnamese, French, and Amharic stating that families should call the My School DC Hotline if they have questions about their results.
- The My School DC Seat Acceptance Form – the form used by a My School DC applicant to enroll at their matched school or school from which they are accepting a waitlist offer – is available in English, Spanish, Amharic, French, Vietnamese, and Chinese.
- My School DC also created a partner toolkit – an online toolkit that supports partners' communication of key lottery information to the families they serve – is available in English and Spanish.

Q72: Provide the organization of the Common Lottery Board including a full list members of the Board and the leadership and voting structure, meeting dates, and decisions made in FY18, FY19, and FY20. Please include any steps the Board is taking or considering addressing preferences, more data being publicly being released, and any other initiatives. Include any bylaws or other official guiding documents.

RESPONSE: Q72 Attachment- Common Lottery Board By-Laws.pdf

My School DC is governed by the Common Lottery Board, established by the FY15 Budget Support Act with representation from both DCPS and participating public charter schools. The Deputy Mayor for Education is the chairperson of the board. A Parent Advisory Council and committees of participating LEAs provide input to My School DC and the Common Lottery Board to inform the design of the process and parent outreach efforts and changes to the program. The board meets quarterly and the meetings are public and minutes are posted on the My School DC website.

Common Lottery Board Members as of January 2019

- Paul Kihn, Deputy Mayor for Education (chairperson, voting member)
- Claudia Lujan, DC Public Schools (voting member)
- Melissa Kim, DC Public Schools (voting member)
- Hilary Darilek, E.L. Haynes PCS (voting member)
- Jubria Lewis, KIPP DC PCS (voting member)
- Daniela Anello, DC Bilingual PCS (voting member)
- Colin Taylor, DC Public Schools (voting member)
- Hanseul Kang, Office of the State Superintendent for Education (non-voting member)
- Lenora Robinson Mills, DC Public Charter School Board (non-voting member)
- Catherine Peretti, My School DC (non-voting member)

The Common Lottery Board considers changes to the policy and procedures of My School DC and each is documented in meeting minutes. Noteworthy actions over the years are the removal of the second round of the lottery, and approving the move of the program from DME to OSSE.

The seven (7) voting representatives include the chairperson (the Deputy Mayor of Education) and three representatives appointed by DCPS or determined by the PCSB election. These representatives serve 1 or 2-year terms and may be re-appointed or re-elected without limitation. The terms begin on July 1 and end July 30 of the following year. For an action to carry it requires a simple majority with at least one vote from each sector.

Meeting dates are as follows with hyperlinked minutes that describe any decisions made and steps taken to address preferences, data release and any other initiatives:

2015: April 10 | July 17 | September 14
2016: February 4 | March 4 | April 25 | August 4 | November 18

2017: January 26 | May 4 | August 3 | October 26
2018: January 25 | March 1 | April 26 | July 26 | October 25
2019: January 25 | May 6 | July 30 | October 21

Wellness & Nutrition Services

Q73: Provide an update on OSSE's collaboration with the Department of Behavioral Health and the Department of Health on the implementation of programs to identify and assist children with behavioral health or developmental problems at DCPS and at charter schools. What new work was completed in FY19? Please also describe the training made available to LEAs on crisis response and intervention and which LEAs participated.

RESPONSE:

OSSE has continued to collaborate with DC Department of Health (DC Health) and DC Department of Behavioral Health (DBH) in the development and delivery of services to children and youth in the District.

In FY19, the system of care efforts and holistic approaches to student health in the District have continued and expanded through the work of the Coordinating Council on School Behavioral Health. The goal of the expansion of the School Behavioral Health Program is to integrate school and community-based provider services to ensure all schools provide prevention, intervention, and intensive mental health supports. Led by DBH, the four-year expansion effort is in partnership with education agencies, schools, community providers, parents, youth, and education advocates. Leadership from OSSE's Division of Health & Wellness serve as members of the Coordinating Council and as co-chairs for the implementation and data/evaluation sub-committees.

The implementation committee, comprised of leadership from OSSE's Division of Health & Wellness, DBH, DCPS, and DC Health, is focused on identifying the mental health needs assessment for the District, scoping out the sequence of implementation tasks for executing the expansion plan, and establishing standard benchmarks for year to year. The selected needs assessment – the School Strengthening Tool – was adapted from the Center for Disease Control (CDC) School Health Index and is a self-assessment and planning guide that enables school teams to:

- identify the strengths and weaknesses of the school's policies and programs for promoting health and safety;
- develop an action plan for improving student health and safety; and
- involve teachers, parents, students, and the community in improving school policies, programs, and services

OSSE members of the implementation committee operationalized the self-assessment process, created online accounts for School Behavioral Health Coordinators and CBO Clinicians, provided individualized communication to each school/CBO partner, and developed an annual work plan template. Each work plan submitted by a school/CBO partner indicated self-assessment scores in four areas: (1) School Counseling, Psychological, and Social Services; (2) Social and Emotional Climate; (3) Employee Wellness and Health Promotion; and (4) Family Engagement. Four additional open-ended questions outline the current mental health needs of the school and the resources available to support improvements. The work plan outlines the school's

goals for the year across the three tiers of intervention – prevention and mental health promotion, early intervention, and direct services. The work plan supports coordination and collaboration among all of the behavioral health providers within each school, and assists with goal alignment and reducing duplication of services.

The data/evaluation sub-committee led and made recommendations to rank schools according to mental health need, and track progress towards defined outcome goals.

Additionally in FY19, OSSE and DBH completed infrastructure development for Project Advancing Wellness and Resilience Education (AWARE), a five year $8.8 million dollar grant awarded to OSSE by the federal Substance Abuse and Mental Health Services Administration (SAMHSA). This grant opportunity, which complements the significant local investment in school mental health, allows OSSE and DBH to deepen the partnership with three large LEAs (DCPS, KIPP, and Friendship Public Charter School) to support the development of multi-tiered systems of mental health supports for students, educators, and school communities. Trauma-responsive practices and family engagement are key elements of the model of care.

In FY19, OSSE and DBH hired key personnel to support 15 Project AWARE schools to increase their readiness and ability to implement the multi-tiered model of prevention, early intervention, and treatment services. OSSE also selected the Center for Health and Health Care in Schools (CHHCS) and faculty from the Department of Prevention and Community Health at the Milken Institute School of Public Health at The George Washington University, to support first year data collection initiatives. The GW team supported OSSE in conducting a baseline evaluation on students' self-reported access to a trusted adult and knowledge of campus safety net team members. The team also provided technical assistance to LEA teams on their mental health referral flow process.

Both local and federal investments supported the selection of CHHCS to execute the District's school-based behavioral health Community of Practice (DC CoP). The DC CoP advances the citywide school behavioral health expansion and Project AWARE by inviting school behavioral health coordinators and community-based clinicians to participate in a peer learning environment aimed at building the capacity to implement high-quality school-based behavioral health systems. The DC CoP served as an essential link to and across multiple District efforts focused on school-based behavioral health. In September 2019, the DC CoP hosted the official launch event for city leaders, LEA and school administrators, and school- and community-based behavioral health providers. This event was used to further identify best practices and strategies for building a comprehensive school behavioral health system, areas of concern, excitement, challenges, strengths, and needs related to the city-wide behavioral health expansion as reported by attendees.

On the subject of training and trauma-informed practices, OSSE invested in train-the-trainer certification for staff members in non-violent crisis prevention and intervention (CPI), and, in partnership with the Mayor's Office, Mental Health First Aid (MHFA). These investments allow OSSE to offer CPI and MHFA certifications to school leaders, educators, and out-of-school time providers. OSSE's Division of Health & Wellness has scheduled bi-monthly CPI and quarterly

MHFA training sessions for the 2019-2020 school year. Additionally, OSSE collaborated with DBH to develop a series of webinars for principals. The webinars focused on crisis prevention and intervention, multi-tiered intervention framework, and strategies for multi-disciplinary student support teaming practices. Lastly, OSSE and DBH continued to collaborate with Kognito on communication and compliance strategies related to behavioral health training requirements in FY19.

For further information regarding other trauma, behavioral health, restorative justice, and crisis prevention trainings, please see OSSE's response to Q33 and Q34.

Q74: Provide the key findings of the most recent Youth Risk Behavior Survey (YRBS) and include how many students participated in the survey. Please also discuss any changes or improvements that were made to YRBS questionnaire or administration for SY 18-19. Please also discuss steps OSSE will take to review and share YRBS data with schools and stakeholders, including translating data to action.

RESPONSE:

The Youth Risk Behavior Survey (YRBS) is administered biennially to District public and public charter middle and high schools. In FY19, OSSE administered the 2019 YRBS to 107 District middle and high schools. Following internal review and data analysis, OSSE plans to release the 2019 DC YRBS Report in spring 2020. While the 2019 data collection efforts were underway, OSSE continued to utilize data collected from the 2017 YRBS to support and inform health behaviors of District youth, including releasing of new resources for schools, students, and families; providing presentations to local and national partners; and continuing YRBS data sharing partnerships with District government agencies to support research and collaborative utilization of the data. More details are provided below.

Administration of the 2019 YRBS

In the 2018-19 school year, OSSE partnered with a vendor to administer the 2019 YRBS between the months of February and June. OSSE continues to be one of the few states in the country to administer the YRBS using a census methodology, rather than a sample methodology. By collecting YRBS data using this approach, OSSE is able to collect a uniquely rich dataset, allowing for statewide disaggregated subgroup analysis. While parents and guardians may return a simple opt-out form to their child's school to exempt them from the survey, and each student is free to choose whether to complete the survey, OSSE aims to administer it to every middle and high school student in the District, resulting in high participation rates. With the passage of the LGBTQ Health Data Collection Amendment Act of 2018, all public and public charter middle and high schools are now required to participate in the YRBS, which helped OSSE achieve higher participation rates in the 2019 survey administration.

In this administration cycle, 107 of the 115 eligible public and public charter middle and high schools administered the survey, with 23,244 District students participating. The school participation rate increased significantly from 85 percent to 93 percent at the middle school level between 2017 and 2019. The percentage of students completing the survey also increased at both the middle and high school levels, by seven percent at participating high schools and by two percent at participating middle schools. These increases in participation led to higher overall response rates (calculated by multiplying the school participation rate by the student response rate) in the 2019 YRBS cycle, with a gain of eight percent at both the middle and high school levels. See the table below comparing 2017 to 2019 participation rates.

2017 vs. 2019 Youth Risk Behavior Survey Response Rate

Administration Year	# Eligible High Schools	# Schools Participating	# School Refusals	School Participation Rate	# Students Enrolled	# Students Participating	#Questionnaires Usable after data editing	Student Response Rate	Overall Response Rate
High School									
2017	37	34	3	**92%**	12,863	9,246	8,578	**67%**	**61%**
2019	39	36	3	**92%**	14,326	11,409	10,648	**74%**	**69%**
Middle School									
2017	67	57	10	**85%**	10,857	9,172	8,799	**81%**	**69%**
2019	76	71	5	**93%**	13,719	11,835	11,352	**83%**	**77%**

*The **overall response rate** is calculated by multiplying the **school participation rate** by the **student response rate**.

For the 2019 YRBS, OSSE made several strategic updates to the survey questionnaire, data collection process, and plans for school-level data sharing. Changes to the survey questionnaire were informed by input from OSSE's School-Based Health Data Working Group, a collaborative cohort of stakeholders from DCPS, Public Charter School Board (PCSB), Department of Behavioral Health (DBH), DC Health, and various youth-focused advocacy organizations and community based organizations in the District.

At the guidance of the School-Based Health Data Working Group and in response to changes in local discipline legislation, OSSE amended the both the middle and high school survey questionnaires. Questions related to personal appearance (gender expression), dating and relationships, demographics, and discipline were added to the middle and high school surveys. These additions were made to more fully capture the LGBTQ community, dating violence and abuse, and school discipline practices experienced by youth.

The following multiple-choice questions were added to the 2019 middle school and high school YRBS questionnaires:

Middle School (MS) or High School (HS) Survey	Question	Answer choices
HS	During the past 12 months, how many times did someone do sexual things to you that you did not want to do by pressuring you, lying to you, making promises about the future, threatening to end your relationship, or threatening to spread rumors about you?	*0 times, 1 time, 2 or 3 times, 4 or 5 times, 6 or more times*
HS & MS	A person's appearance, style, dress, or the way they walk or talk may affect how people describe them. How do you think other people at school would describe you?	*Very feminine, mostly feminine, somewhat feminine, equally feminine and masculine, somewhat masculine, mostly masculine, very masculine*

Middle School (MS) or High School (HS) Survey	Question	Answer choices
HS & MS	During the past 12 months, how many times did someone you were dating or going out with purposely try to control you or emotionally hurt you? (Count such things as being told who you could and could not spend time with, being humiliated in front of others, or being threatened if you did not do what they wanted.)	*I did not date anyone, 0 times, 1 time, 2 or 3 times, 4 or 5 times, 6 or more times*
HS & MS	In what District of Columbia ward do you live?	*Ward 1, 2, 3, 4, 5, 6, 7, 8, none of these, not sure*
HS & MS	During the past 12 months, how many times have you been removed from class for at least one day for disciplinary reasons? (Include in-school suspension, out-of-school suspension and expulsion).	*0 times, 1 time, 2 or 3 times, 4 or 5 times, 6 or more times*
MS	Have you ever been physically forced to have sexual intercourse when you did not want to?	*Yes, No*
MS	During the past 12 months, have you seen or heard people where you live be violent and abusive? (This is not 'play fighting' but could include serious hitting, shouting, throwing items, yelling, or name calling.)	*Yes, No*
MS	When was the last time you saw a dentist for a check-up, exam, teeth cleaning, or other dental work?	*During the past 12 months, between 12 and 24 months ago, more than 24 months ago, never, not sure*

In 2019, OSSE also piloted a slightly modified version of a question pertaining to identifying as transgender on the middle school questionnaire. This question was adjusted for a lower reading level. The modified question is below:

Middle School (MS) or High School (HS) Survey	Question	Answer choices
MS	A transgender person is someone who does not feel the same inside as the sex they were born with. Are you transgender?	*No, I am not transgender; yes, I am transgender; I do not know if I am transgender; I do not know what this question is asking*

In addition to these changes, OSSE also translated the YRBS middle and high school surveys into Spanish for the first time since taking over administration of the YRBS in 2007.

Reporting on the 2019 YRBS

OSSE received the 2019 YRBS raw and weighted data files from analysts at CDC in December 2019. Consistent with OSSE's commitment to provide timely, actionable data to stakeholders, the agency will publish the results of the 2019 survey to guide policy interventions and direct supports that can make a real, positive difference in the lives of the District's youngest residents.

OSSE publicly shared 2019 YRBS summary data files in January 2020 outlining District aggregate response rates for all questions. In spring 2020, OSSE will release the 2019 DC YRBS Report outlining 2019 statewide analysis and results alongside ten-year trend data. At the same time, OSSE will distribute aggregate LEA-and school-level data files to participating LEAs in an effort to help administrators understand their students' unique health risks. This is done to support LEAs in understanding the health of their student populations so that they may formulate targeted interventions, policies, and actions as a result of the data. OSSE will expand its LEA- and school-level 2019 reports to include LEA and school aggregate data for every survey question rather than a subset of questions, as was done in 2017 when OSSE first delivered this level of reporting to LEAs and schools.

Additionally, OSSE will continue to create and release YRBS resources, presentations, and factsheets using 2019 YRBS data to support LEAs and schools on key health risks identified in the YRBS by providing additional targeted analysis of specific issue areas and recommend community- and school-based resources available to support students in those areas. OSSE plans to continue utilizing YRBS data to drive technical assistance priorities at the District level in addition to targeting needs across particular LEAs.

FY19 Resources, Presentations, and Research Supported by 2017 YRBS Data

OSSE's primary strategy for addressing the health issues identified through the YRBS is to create linkages between schools and community-based youth development organizations and sister government agencies that are working on the ground to address a range of emotional, social, and mental health concerns (e.g., violence, suicide attempts, substance use). OSSE's goal is to utilize and share its health data and to create and sustain partnerships that contribute to the prevention and early intervention necessary to promote positive health behaviors and outcomes for all District youth.

In FY19, OSSE published a new YRBS factsheet highlighting important sexual health data from the 2017 YRBS. This new factsheet compares local and national YRBS trends related to sexual health risk behaviors and offers a list of community- and school-based sexual health resources available to students, families, and schools in the District. This new factsheet complements two earlier factsheets released in FY18 that highlight key 2017 YRBS data and resources related to school attendance and mental health. All three factsheets and other YRBS resources were distributed to schools, community partners, and at public events or presentations. They are also available on the OSSE website. OSSE plans to produce new public-facing reports, factsheets, resources, and presentations in FY20 utilizing 2019 YRBS data.

Additionally, in FY19 the Centers for Disease Control and Prevention (CDC) utilized 2017 YRBS data collected in the District and 18 other states or large urban school districts to create a research brief on the violence, victimization, substance use, suicide risk, and sexual behaviors among high school transgender youth in the United States. The inclusion of the District's data in this research brief was made possible because of OSSE's continued incorporation of questionnaire related to sexual orientation, gender identify, and gender expression in the DC YRBS. Collecting these data supports the District's collective goal to improve awareness and

acceptance of LGBTQ youth and to direct programming to address their unique needs. This LGBTQ data is especially rich in the District because OSSE administers the YRBS using the census methodology, with a goal of reaching every student attending a public or public charter middle or school. The research brief is available on the CDC website.

OSSE is also committed to making YRBS data available to District government agency partners, such as DC Health. By sharing these data, OSSE and DC Health are able to better understanding the risk behaviors among District youth and improve research, programming, supports, and outreach to youth. Through a data sharing agreement with OSSE, DC Health analyzed 2017 YRBS data in FY19 to identify risk factors related to exchange sex among District high school students. DC Health presented this research at the National Epidemic Intelligence Service Conference in May 2019 and it is available on the CDC website.

In FY19, OSSE's Division of Health & Wellness continued to share results of the 2017 YRBS through a series of presentations and workshops at the local and national level. At the local level, OSSE presented YRBS findings to child health providers at Children's National Health System through a series of three meetings. OSSE also shared 2017 YRBS findings with citywide stakeholders and practitioners at a regularly-held Epidemiological Outcomes Working Group meeting hosted by the Department of Behavioral Health. In addition to this, OSSE led an interactive workshop with District school social workers at the School Social Work Association 2019 annual conference. OSSE also met with a group of student activists at Thurgood Marshall Academy called Pathways 2 Power. At this meeting, OSSE shared youth risk behavior data points and heard student input on school climate, school safety, and gun violence. Finally, OSSE hosted two community-wide meetings where YRBS data was utilized in an effort to create and sustain partnerships: the annual OSSE School Health Summit and the fall 2019 School-Based Health Data Working Group meeting.

In addition to local presentations and workshops, OSSE expanded its outreach in FY19 to national stakeholders through several webinars and in-person presentations. The purpose of this effort was to share OSSE's best practices regarding YRBS data collection, analysis, and reporting with national stakeholders. OSSE also intended to demonstrate the value of the YRBS as a tool to monitor health risk behaviors and to build data-driven school health supports. In FY19, OSSE presented on the 2017 DC YRBS at the American School Health Association (ASHA) National Conference in Cincinnati, Ohio. OSSE also presented on multiple national webinars hosted by the Centers for Disease Control and Prevention (CDC) and the National coalition of STD Directors.

Q75: Please provide the percentage and number of students eligible for free and reduced meals by LEA, individual school level, and grade at each school for, SY15-16, SY16-17, SY17-18, SY18-19, and SY19-20. Please also include the number of schools that are participating in the community eligibility provision (CEP) program.

RESPONSE: Q75 Attachment – FRP SY19-20.xlsx
Please note that the responsive data for prior school years can be found here

Q76: Please provide the information below for each of the following programs Child and Adult Care Food Program, the After School Snack and Supper Programs, and the Free Summer Meals Program:

(a) The amount of funding in FY19 and in FY20;
(b) The name of the employee responsible for administering the program;
(c) The number of youth that were served by the program in FY16, FY17, FY18, FY19, and FY20; and
(d) Detail any technical assistance OSSE provides to organizations implementing these programs and improving meal access and meal quality.

RESPONSE:

(a.) The amount of total funding in FY19 and to date in FY20 is:

	Total Funding in FY19	Total Funding in FY20*
National School Lunch Program (NSLP)	$ 27,880,224.95	$ 29,000,000.00
School Breakfast Program (SBP)	$ 11,400,785.32	$ 12,000,000.00
Fresh Fruit and Vegetable Program (FFVP)	$ 1,787,746.74	$ 1,997,856.20
Special Milk Program (SMP)	$ 1,569.21	$ 5,000.00
Child and Adult Care Food Program (CACFP)	$ 11,002,944.79	$ 11,500,000.00
Summer Food Service Program (SFSP)	$ 2,016,402.23**	$ 2,750,000.00

*Reflects loaded budget, subject to change based on monthly claims
**Reflects total submitted to U.S. Department of Agriculture (USDA) as of January 2020. Total may fluctuate depending on final billing or any fiscal action taken as a result of OSSE review and audit of meals served in 2019.

(b.) The name of the employee responsible for administering the program

Lindsey Palmer, Director of Nutrition Programs, oversees all USDA meal programs as the State Director.

The team responsible for administering the NSLP, SBP, SMP, FFVP and TEFAP are:

- Elizabeth Leach, Program Manager, NSLP, SBP, SMP, FFVP and TEFAP
- Erica Walther, Compliance Manager, NSLP, SBP, SMP, FFVP
- Barbara Adams, Program Specialist, NSLP and SBP
- Alex Dobbs, Program Specialist, NSLP and SBP
- Kimberly Thompson, Program Specialist, NSLP, SBP, CACFP, and SFSP
- Autumn Morgan, Management Analyst, NSLP, SBP, FFVP, SMP, CACFP, SFSP
- Vacant, Program Specialist, NSLP, SBP and FFVP
- Beth Hanna, Program Specialist, Food Distribution
- Elysia DiCamillo, Program Specialist, TEFAP
- Dario Muralles, Management Analyst, NSLP, SBP, FFVP & SMP

The team responsible for administering CACFP, After School Meals Program, and the Summer Food Service Program (SFSP) are:

- Suzanne Henley, Manger, CACFP, SFSP and At Risk Programs
- Katrina Florek, Compliance Manager, CACFP and At Risk Programs
- Crishna Hill, Program Specialist, CACFP and At Risk Programs
- Erica Nelson, Program Specialist, CACFP and At Risk Programs
- Monica Clark, Program Specialist, SFSP and CACFP
- Nicole King, Program Specialist, SFSP
- Deborah Taylor, Claims Specialist, CACFP, SFSP and At Risk Programs

(c.) The number of youth that were served by the program in FY16, FY17, FY18, FY19, and FY20 to date:**

	Total Meals Served in FY16*	**Total Meals Served in FY17***	**Total Meals Served in FY18***	**Total Meals Served in FY19***
National School Lunch Program (NSLP)	9,166,060	9,361,077	9,327,157	9,077,197
School Breakfast Program (SBP)	6,122,938	6,252,247	6,369,457	6,128,021
Child and Adult Care Food Program (CACFP)	4,597,590	4,560,052	4,833,570	4,578,904
Summer Food Service Program (SFSP)	801,915	740,876	697,824	686,531
After School Snack Program	2,186,060	2,091,715	2,064,497	1,947,225

*Federal nutrition program data is tracked in meals served, rather than students served, because reimbursements are made on a per-meal basis. Final meal numbers may fluctuate depending on adjustments made through USDA compliance reviews and late or new claims submissions from schools, LEAs, child development facilities, and other meal sites.
**Meal data for FY20 is not available at this time.

(d.) Detail any technical assistance OSSE provides to organizations implementing these programs.

OSSE provides technical assistance for schools participating in the School Nutrition Programs, which include the School Breakfast Program (SBP), National School Lunch Program (NSLP), Fresh Fruit and Vegetable Program (FFVP), Afterschool Snack Program, Special Milk Program (SMP), Farm to School, and Food Distribution. All School Food Authorities (SFAs) are provided supports which include content-specific materials and resources, guidance documents, webinars, and in-person trainings. In addition to this, at least one-third of District SFAs receive more targeted supports which includes off-site and on-site review and technical assistance of their school nutrition programs. At the request of SFAs and as identified by OSSE, an additional subgroup of SFAs receive highly customized support that includes in-depth and targeted technical assistance, review, and direct coaching. OSSE's Nutrition Program team provides additional technical assistance to any SFA that requests support throughout the year.

Similar technical assistance is given to all SFSP sponsors and all CACFP participants and sponsors. Coordinated training happens monthly with OSSE's Division of Early Learning, which allows for a broader reach to program participants. In FY19, OSSE continued to administer the DC Healthy Tots Act and additional non-participating child development facilities were provided assistance to help them start CACFP in their organization, which has continued in FY19. This work is further detailed in the annual 2019 OSSE CACFP Report.

OSSE continues to engage with Summer Food Service Program (SFSP) sponsors to gather feedback on how the state agency can better assist them. Based on these surveys, OSSE continues to evolve the annual SFSP sponsor training to focus on topic areas that sponsors identify as challenges and opportunities to enhance participation in and quality of the program.. Training during FY20 will also be divided into experienced sponsors and new sponsors in order to provide targeted assistance. Additionally, technical assistance for the SFSP includes weekly office hours for sponsors to receive individualized assistance. Throughout the summer, OSSE provides weekly SFSP operational tips and guidance via email to encourage sponsor engagement. In preparation for summer 2020, OSSE will lead planning sessions with returning sponsors as well as key agency and organizational partners to develop program improvement and promotion strategies. This work is further detailed in the joint 2019 OSSE-DPR DC Free Summer Meals Report.

Q77: Provide a list of all the school gardens (school, location, grant funding received) for FY16, FY17, FY18, FY19, and FY20. Please also include the name of the individual responsible for maintaining the garden, any programming as a result, and data on the use of the school gardens.

RESPONSE: Q77 Attachment – Schools Gardens.xlsx

OSSE primarily collects data on school gardens through the School Health Profile, a self-reported school-based health questionnaire completed annually by all public schools and public charter schools, as required by the Healthy Schools Act (D.C. Official Code § 38–826.02). The School Health Profile data, along with the School Garden Assessment Tool and School Garden Registration data, provide OSSE with a broad picture of the School Gardens Program activities across the District. In the 2018-19 school year, OSSE received 34 responses to the School Garden Assessment, 95 responses to the School Garden Registration, and 216 responses to the mandatory School Health Profiles.

According to the responses submitted to OSSE in the 2019 School Health Profiles, there were 110 public and public charter campuses in the District with active school gardens during the 2018-19 school year. Beginning with the 2018-19 school year, OSSE utilized the School Health Profile as its sole data source to calculate the total number of public and public charter schools with gardens in the District. This was done in order to streamline the data collection process for schools and to more accurately validate school garden data. Previously, OSSE used a mixture of survey and site-visit methods to calculate the total number of school gardens, including coordinating with District private schools and schools that did not complete the School Health Profile. In the 2018-19 school year, OSSE only used School Health Profile data and did not include District private schools or schools that did not complete the School Health Profile in its total of schools with gardens. Due to this, the total number of District schools with gardens appears smaller beginning with the 2018-19 school year.

Schools that indicated they had a school garden on the 2019 School Health Profile were later sent a link to the School Garden Registration survey to provide more information to OSSE. According to the School Garden Registration data, in the 2018-19 school year 767 teachers taught at least five garden-based lessons (an increase of 165 teachers from the 2017-2018 school year) and 14,743 students were exposed to 10 or more hours of garden-based education (an increase of 126 students from the 2017-18 school year).

Q78: According to the data collected and available to OSSE, what is the current compliance rate among LEAs for completing health education and physical education requirements in the District?

RESPONSE:

According to the data collected from the annual School Health Profile for school year 2018-2019:

Physical Education

Grade Level	Physical Education Minute Requirements	Number of Schools Meeting Requirement	Percent of Schools Meeting Requirement
K-5	Average of 150 minutes per week	21	13%
6-8	Average of 225 minutes per week	18	23%

Physical Activity

Grade Level	Physical Activity Minute Requirements	Number of Schools Meeting Requirement	Percent of Schools Meeting Requirement
K-5	≥50% of Physical Education Minutes devoted to Physical Activity	150	96%
6-8	≥50% of Physical Education Minutes devoted to Physical Activity	70	90%

All data in the School Health Profile are self-reported annually by each District public and public charter school. Ninety-nine percent (99%) of applicable schools (excluding adult education schools and schools that did not participate in the National School Lunch Program) completed the School Health Profile in 2019. A list of schools that completed the mandatory School Health Profiles is reflected on the OSSE website.

OSSE includes the total number of physical activity minutes per week for grades K-12 on the DC School Report Card. The DC School Report Card physical activity total reflects the average minutes per week of student physical activity within both recess and physical education class.

Beginning with the 2020 School Health Profile, schools will be required to report their compliance with the new physical education minute requirements, per the Healthy Students Amendment Act of 2018.

Q79: What was the average amount of time LEAs dedicated to physical education and health education during SY14-15, SY15-16, SY17-18, and SY18-19?

RESPONSE:
According to the annual School Health Profile data, schools dedicated the time outlined below to physical education and health education during SY2013-2014, SY2014-2015, SY2015-2016, SY2016-2017, SY2017-2018, and SY2018-2019.

Average Minutes per Week of *Physical* Education in Grades K-5 and 6-8, SY2013-2014 through SY2018-2019:

School Year	K-5	6-8
SY2013-2014	59	89
SY2014-2015	73	140
SY2015-2016	85	146
SY2016-2017	89	144
SY2017-2018	88	133
SY2018-2019*	86	144

*Beginning with the 2019 School Health Profile, schools were permitted to report a greater value for their average minutes per week for physical education. Previously, schools could report 0 to 225 minutes per week of physical education. Beginning with the 2019 School Health Profile, schools could report 0 to 450 minutes per week of physical education. This change was made at the request of schools that provide a greater amount of physical education per week.

Average Minutes per Week of *Health* Education in Grades K-5 and 6-8, SY2013-2014 through SY2018-2019:

School Year	K-5	6-8
SY2013-2014	31	48
SY2014-2015	35	44
SY2015-2016	47	78
SY2016-2017	43	73
SY2017-2018	41	71
SY2018-2019**	63	117

**Beginning with the 2019 School Health Profile, schools were permitted to report a greater value for their average minutes per week for health education. Previously, schools could report 0 to 125 minutes per week of health education. Beginning with the 2019 School Health Profile, schools could report 0 to 450 minutes per week of health education. This change was made at the request of schools that provide a greater amount of health education per week.

Beginning with the 2020 School Health Profile, schools will be required to report their compliance with the new physical education requirements, per the Healthy Students Amendment Act of 2018.

Q80: Describe OSSE's efforts in FY19 and FY20 to increase participation in the Child and Adult Care Food Program and promote health and wellness through Healthy Tots programming and funding.

RESPONSE:

The Child and Adult Care Food Program (CACFP) and the Healthy Tots Act provide an important funding stream that not only increases access to food for children in the District, but also supports child development facilities in becoming financially stronger by tapping into available funding sources. CACFP provides nearly 5 million meals to children in the District of Columbia through an investment of approximately $10 million. Most eligible child development facilities in the District participate in the CACFP.

OSSE plays a key role in supporting access to balanced and nutritious meals for children in the District. OSSE provides over $50 million per year in local and USDA funding to support schools, child development facilities, adult day cares, summer meal programs, and other programs with healthy meals that feed District of Columbia residents. Through CACFP, child development facilities in the District can be reimbursed for up to four meals per day, which includes local funding for a fourth meal. The Healthy Tots Act ensures facilities have access to CACFP and additional local reimbursements beyond federal funding. The Healthy Tots Act establishes additional local funding for meals (breakfast, lunch, or supper) served by child development facilities that: (1) participate in CACFP; and (2) meet the USDA meal requirements. These Healthy Tots Act reimbursements are detailed below:

- Add10: Child development facilities participating in the CACFP may request an additional 10 cents ($0.10) for each eligible breakfast, lunch, and supper served to an eligible child. (5A DCMR §1001.2)
- Local5: Child development facilities participating in CACFP may request an additional 5 cents ($0.05) per lunch or supper when at least one meal component is comprised of a locally sourced food item, as defined in section 101(3) of the Healthy Schools Act of 2010 (D.C. Official Code § 38–821.01) and unprocessed foods, as defined in section 101(10)(A) of the Healthy Schools Act of 2010 (D.C. Official Code § 38–821.01). Locally grown and unprocessed foods does not include milk. (5A DCMR §1001.4-5)
- Full Day4: Child development facilities participating in CACFP that have maximized the number of daily meal services eligible for CACFP reimbursements allowed two (2) meals and one (1) snack or one (1) meal and two (2) snacks, reimbursements from the Healthy Tots Fund are made available to facilities for an additional meal to each enrolled and participating child, if 75 percent of the children enrolled and attending the child development facility are District residents and at least 50 percent of the enrolled and attending children are eligible for subsidized child care. (5A DCMR §1001.7)

The Healthy Tots Act requires licensed child development facilities to participate in CACFP if 50 percent or more of enrolled children are eligible for subsidized child care for at least six

continuous months (D.C. Official Code § 38–282.01(a)). Facilities that are mandated to participate in CACFP receive extensive outreach and technical assistance from OSSE if they are not yet enrolled, including:

- Initial and subsequent notifications from OSSE outlining participation requirements and options for the facility;
- Introductory in-person technical assistance visit and orientation with the facility to provide face-to-face assistance with Healthy Tots Act and CACFP compliance;
- Training and reoccurring technical assistance from OSSE throughout the entire CACFP application process, including a minimum of two in-person technical assistance visits during the full application process; and
- Individual and group CACFP trainings for child development facilities at individual facilities and OSSE headquarters.

Beyond working directly with child development facilities to enroll in CACFP, OSSE also provides support and guidance to facilities on health and wellness, including through OSSE's Step by Step Guide for Implementing Wellness Guidelines, direct technical assistance on health initiatives, and wellness challenges for child development facilities to educate them on the Wellness Guidelines. The Wellness Guidelines serve as a rubric for facilities to establish a high-quality environment of total wellness for children in facilities and may be used as a tool for creating a wellness policy action plan. The Wellness Guidelines cover six topics:

1. Providing effective nutrition and healthy eating education
2. Serving tasty, healthy meals
3. Promoting physical activity
4. Enhancing facility environmental sustainability
5. Ensuring wellness professional development for staff
6. Partnering with families to promote facility wellness

Additionally, in FY19 the Healthy Tots Wellness Grant awarded $526,558 to five community based organizations to support the dissemination of healthy eating, physical activity, and wellness programming in the District's early child care community. These five community based organizations touched over 60 child development facilities with programming and/or the Early Learning Market Share. Grantees targeted facilities in Wards 1, 4, 5, 6, 7, and 8, and served over 2,600 children, staff, and families in FY19.

The OSSE Division of Health and Wellness Healthy Tots Program and the Healthy Tots Wellness Grantees led the following initiatives to increase participation healthy eating and promote health and wellness within the District's child development facilities:

- Training and technical assistance for increasing the amount of local food items purchased for meal programs and menu planning;

- Biweekly deliveries of fresh local produce to 42 child development facilities through the Early Learning Market Share program, so facilities can serve locally grown and locally processed or unprocessed foods at least once per week during breakfast, lunch, or snack;
- Offering approximately 850 hours of technical assistance and training provided to child development facility staff on implementing structured programming and procuring materials and supplies;
- Coaching on developmentally appropriate and structured nutrition education and/or physical activity programs;
- Providing garden design maps, planting plans and materials, and age-appropriate curricula for child development facilities to integrate garden- and nature-based play into early learning classrooms;
- Onsite training and technical assistance to implement family-style dining mandated by CACFP;
- Targeted assistance to support coordination of health and wellness family engagement events, experiences, and outreach;
- Targeted support for implementing a staff wellness program to support nutrition, physical activity, mindfulness, stress management, and the formation of healthy habits;
- Piloting the USDA CACFP Infant Meal Pattern Training, providing participants with detailed guidance on serving infant meals, including parents in the center meal program and supporting breastfeeding in child development facilities and homes; and
- Disseminating CACFP meal training toolkits to support CACFP staff in providing tailored and comprehensive technical assistance to participants.

In October 2019, the OSSE Division of Health and Wellness hosted the Healthy Tots Wellness Grant Symposium at the OSSE headquarters. The purpose of the Symposium was to reflect on the activities that took place during the inaugural Healthy Tots Wellness Grant period. This event provided a space for approximately 40 attendees and grantees to dialogue on the state of Early Childhood Wellness in the District through reflection on best practices and lessons learned and an exploration of potential future collaborations. OSSE leadership and division members, child development facilities, past grant applicants, community based organizations, and national partners were all invited to the Symposium. Poster presentations and moderated panel presenters included staff from American University, City Blossoms, Community Foodworks, Good Karma (The Center for Social and Emotional Wellness), and Washington Tennis and Education Foundation.

More details on CACFP are available in the 2019 OSSE CACFP Report and more details on the Healthy Tots Program are available on the OSSE website.

Q81: The following questions are in reference to the Youth Suicide Prevention and School Climate Survey Amendment Act of 2016.

(a) Section 3 requires the implementation of a pilot program for collecting school climate data through surveys. Provide the number of schools that participated in the pilot program for each year of the pilot

(b) Describe any challenges with the implementation of the current pilot.

(c) Describe any school climate surveys that OSSE currently administers and what they measure.

(d) What measures is OSSE taking to comply with the recommendation requirement in the Youth Suicide prevention and School Climate Survey Amendment Act of 2016?

RESPONSE:

(a) Section 3 requires the implementation of a pilot program for collecting school climate data through surveys. Provide the number of schools that participated in the pilot for each year of the pilot.

Beginning in SY2016-17, OSSE implemented a pilot school climate survey program at select public and public charter schools in the District. OSSE partnered with Child Trends, Safe School Certification, and the DC Office of Human Rights to utilize a school climate survey tool developed by the U.S. Department of Education to fulfill the pilot program requirements.

OSSE is in its fourth and final data collection and grant funding cycle for the school climate pilot. In SY2016-17, 26 schools participated in the pilot school climate survey (17 DCPS, 9 Public Charter); in SY2017-18, 18 schools participated in the pilot school climate survey (11 DCPS, 7 Public Charter); in SY2018-19, 12 schools participated in the pilot school climate survey (7 DCPS, 5 Public Charter); and in SY19-2020, it is anticipated that 9 schools will participate in the pilot school climate survey (7 DCPS, 2 Public Charter)

(b) Describe any challenges with the implementation of the current pilot.

It is important to note that the pilot program is intended to provide insight and essential takeaways that could inform a plan to develop an expanded school climate survey tool. The data is not a complete, census level, representation of school climate in the District. Because schools voluntarily choose to participate and there is no random selection process, the pilot survey sample is not representative of all students served in the District.

The annual 2019 School Climate Report analyzes data across all participating schools. The report includes an introduction of the relevant statute, an overview of school climate policy and programs undertaken by OSSE, a brief analysis of the administration of the survey, notable findings of the survey, and recommendations on next steps. The appendix of the report includes the pilot school climate survey questionnaire. This pilot program informed OSSE's work in developing a plan to expand school climate surveys to all public and public charter schools serving grades 6-12. This plan was submitted to the DC Council in December 2019.

In the four years of administration, OSSE and its partners have collected valuable feedback from schools and insights on subjects such as ease of survey administration and administration tools, communication with school leadership and families, barriers to scheduling survey administration, testing and data collection fatigue, and data utilization and application for school climate planning. This information is valuable for understanding why a school may be hesitant to administer a school climate survey and utilize the data for planning purposes.

In the first year of the project, 26 schools participated in the pilot school climate survey project, but that number dropped to 18 schools in the second year and 12 schools in the third year. The schools that withdrew cited changes in school leadership, classroom time burden, staff time burden, and survey/testing fatigue as reasons to withdraw. OSSE and its partners actively engaged directly with these schools, and will continue to actively engage during the fourth and final data collection cycle to coach all remaining schools on the value of participating the project.

Additionally, OSSE acknowledges that the collection of the survey data is only one step in making it useful to schools. Beyond the collection and distribution of data itself, participating schools must be available and willing to review, analyze, interpret, and fully understand the data in order to successfully use it as a school climate planning instrument.

In each year of the project, Child Trends has provided the pilot schools with individualized school climate reports and direct engagement, coaching, technical assistance, and scheduling support in an effort to assist schools in understanding and utilizing the data.

OSSE has also encountered data collection hurdles due to student data privacy protections under FERPA. The surveys are administered digitally and made available to school leadership. Due to the sensitive data collected through the surveys, OSSE has had difficulty working with a digital survey platform that: (1) can easily collect and produce this data; (2) is affordable for this portfolio; (3) is willing to adhere to requirements under FERPA; and (4) is easy for proctors and students to use and understand. The raw data collected from climate surveys must also be analyzed and suppressed before being shared with school leadership due to sensitivity of responses on issues of race, sexual orientation, or other indicators that may make a student identifiable. Currently, OSSE and Child Trends review, interpret, and clean the raw data. OSSE and Child Trends then present suppressed aggregate data to schools in a format that is usable and easy to understand. Schools do not receive raw school climate data.

(c) Describe any other school climate surveys that OSSE currently administers and what they measure.

In FY19, the OSSE Division of Teaching and Learning continued to execute a data-driven approach to supporting restorative justice in partnership with Restorative DC, a project of SchoolTalk Inc. Through this work, OSSE offered expanded professional development and technical assistance to school leadership teams, encouraging schools to leverage school climate survey data to build safe and effective learning environments through positive relationships, connection, and accountability. For more information on restorative justice, see Q34.

In FY19, to inform a plan to expand the use of school climate surveys in all public and public charter schools supporting grades 6-12 beginning in the 2020-21 school year, OSSE sent a survey to all 37 District LEAs that serve grades 6-12 to determine their current use or non-use of school climate surveys as defined by the Act. Respondents that indicated they administer a school climate survey were asked to: (1) identify the survey used; (2) note whether the survey instrument covers the domains of environment, engagement, and safety; and (3) indicate whether the instrument used an internet-based platform. OSSE also asked the respondents to identify the biggest challenges in administering a school climate survey, and for those currently administering a survey, OSSE asked those LEAs to share the purposes for which the data are utilized in the school or LEA setting.

The high-level results from the survey of LEAs were as follows:

- 30 (81 percent) of LEAs serving grades 6-12 responded;
- Of the 30 LEAs that responded to the questionnaire, 23 (77 percent) indicated they administered a school climate survey in at least one middle or high school;
- Of the 23 LEAs that administer a school climate survey, 17 (74 percent) indicated that the survey tool that they used included the domains of engagement, safety, and environment; and
- Of the 23 LEAs that administer a school climate survey, 17 (74 percent) indicated that their survey was administered using an internet-based platform.

(d) What steps is OSSE taking to further comply with the recommendation requirement in the Youth Suicide prevention and School Climate Survey Amendment Act of 2016?

The Youth Suicide Prevention and School Climate Survey Amendment Act requires OSSE to provide a plan to DC Council by December 1, 2019 to expand school climate surveys to DCPS and public charter schools serving any grade 6-12, beginning in school year 2020-21. OSSE met this requirement and submitted the plan to DC Council in December 2019.

Q82: Please provide an update on OSSE's implementation of an environmental literacy program.

RESPONSE:

Pursuant to the Environmental Literacy Specialist Pilot Program Amendment Act of 2015 (Section 4101 of the FY16 Budget Support Act of 2015), OSSE continued opportunities and initiatives for District teachers and organizations to advance environmental literacy in the District, guided by implementation of the DC Environmental Literacy Plan, as described below.

Environmental Literacy Leadership Cadre
OSSE continued working with its Environmental Literacy Leadership Cadre (ELLC), a group of individuals from elementary schools across the District who will be responsible for: (1) developing a plan to implement the Environmental Literacy Framework at their schools; and (2) coordinating its implementation. The ELLC meets monthly to discuss environmental education best practices, how the Environmental Literacy Framework supports teaching the Next Generation Science Standards, implementation of school garden and recycling/composting projects, and additional resources available to support schools. There have been three cohorts of ELLC since 2016. In March 2019, OSSE successfully recruited 10 new elementary schools for Cohort 3, and began the first year of monthly meetings in September 2019. OSSE continues to engage schools from Cohort 1 (formed in 2016) and Cohort 2 (formed in 2018) as "alumni schools." These 30 alumni elementary schools continue to receive limited support from OSSE to ensure continuity and sustainability of environmental literacy efforts for almost 7,300 students.

Environmental Literacy Advancement Grants
To support environmental programming efforts at the Cadre schools, OSSE offers a grant opportunity for nonprofit organizations, strategically emphasizing the physical environment and community involvement components of the Whole School, Whole Community, and Whole Child (WSCC) model to provide environmental education programs in the areas of air quality/climate change, water, land, resource conservation, or health. In the most recent round of awards, OSSE awarded approximately $215,000 in grants to three nonprofit organizations, who partnered with four additional organizations, to support the following: recycling and composting experiences, watershed explorations and American shad (DC's state fish) restoration activities, and school-based studies of air pollution and tree canopy. Grantees provided programs to the entire grade level at the cadre schools, as well as some classes at alumni cadre schools.

Capital LEAF (Leaders in Environmental Actions for our Future) Program
Building upon preliminary work by the DC Environmental Education Consortium, OSSE engaged a stakeholder group to finalize the development of a state-level recognition program for green, healthy, sustainable schools, which will serve as a precursor to national recognition from the U.S. Department of Education's Green Ribbon Schools program. OSSE intends to increase visibility of schools' environmental literacy efforts in the areas of energy conservation, schoolyard habitat, health and nutrition, transportation, waste reduction and recycling, and physical environment through lenses of administrative leadership, staff involvement, and student

environmental audits and action projects. OSSE will conduct a field test of the application materials in FY20.

In spring 2019, DOEE released the Sustainable DC Plan 2.0, which now includes a section that specifically highlights education as an important component of the District's sustainability strategy. OSSE co-chaired the workgroup that focused on jobs, economy, and education. Education action items included in the Sustainable DC Plan 2.0 directly align with the DC Environmental Literacy Plan and regional environmental literacy goals from the 2014 Chesapeake Bay Agreement.

In FY20, OSSE will revise the DC Environmental Literacy Plan and provide the new plan and environmental education report to DC Council in September 2020.

Grants Management

Q83: Provide the following information for all grants awarded to OSSE during FY19 and to date in FY20:

(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 taken or technical assistance provided;
(h) OSSE program and activity supported by the grant;
(i) OSSE employee responsible for grant deliverables; and
(j) Source of funds.

[NOTE: Please provide this information in Excel format.]

RESPONSE: Q83 Attachment – Grants Awarded to OSSE.xlsx

Q84: Provide a complete accounting of all grant lapses in FY19, including a detailed statement on why the lapse occurred and corrective action taken by OSSE. Please also indicate if the funds can still be used and/or whether they carried over into FY20.

[NOTE: Please provide this information in Excel format.]

RESPONSE: Q84 Attachment – FY19 Lapsed Fund Detail.xlsx

Q85: Provide the following information for all grants/subgrants awarded by OSSE during FY19 and in FY20:

(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/subgrantee performance;
(g) Any corrective actions taken or technical assistance provided;
(h) OSSE employee/s responsible for overseeing the grant; and
(i) Source of funds.

[NOTE: Please provide this information in Excel format.]

RESPONSE: Q85 Attachment – Grants Awarded by OSSE.xlsx

Q86: Provide a chart of all Title I, Title II, and Title III funding. In the chart, please include the allocation, actual spent, amount unspent, use of funds, and status of unspent funding for each LEA. Please provide this information for FY16, FY17, FY18, and FY19.

[NOTE: Please provide this information in Excel format.]

RESPONSE: Attachment Q86- FY16, FY17, FY18, and FY19 Title I, II, III.xlsx

Non-Public Tuition

Q87: Provide a narrative description on how the budget for Non-Public Tuition is formulated for each Fiscal Year. Which services are funded using this money for each student (i.e. tuition, transportation, etc.)? Who is eligible for funding under non-public tuition? How are students identified and evaluated for use of this funding?

RESPONSE:

The budget for Non-Public Tuition is established based upon a review of expenditures from three prior years and any rate increases from the placement schools. The OSSE Nonpublic Payment Unit (NPU) is responsible for processing and approving tuition, residential services, room and board, various related services, including student evaluations and assessments, and travel expenses between the District residential schools outside of the District, all in accordance with services as documented on the students' Individual Educational Programs (IEPs).

The OSSE Nonpublic Tuition Fund covers costs in three categories related to students, aged 3-22, who have been identified by an LEA as eligible to receive special education services under IDEA, 20 U.S.C. §§ 1400 *et seq*. (2004), that are documented in an IEP:

- Students who are placed into a nonpublic school by the LEA;
- Students in the care of CFSA, DYRS, or Court Social Services (CSS) are placed for non-educational reasons and are educated in schools outside of the District; and;
- Students who are placed by a Court Order, a Hearing Officer Determination (HOD) or a Settlement Agreement (SA).

If an LEA anticipates that a student may require a more restrictive nonpublic school placement, the LEA must notify OSSE to initiate the placement review. If at the conclusion of the placement process the IEP determines a nonpublic school is needed for a student, OSSE is responsible for identifying a location assignment (nonpublic school) for the student. If students are placed for non-educational reasons by sister agencies, such as CFSA, and DYRS, OSSE funds the educational portion of the placement via the Non-Public Tuition budget.

Q88: Please provide the following information for FY19 and to date in FY 20?

(a) A list of any nonpublic schools that have applied for a Certificate of Approval (COA) in the last year, but did not received it, along with the reasons the certificate was denied;

(b) A list of any nonpublic schools with provisional Certificates of Approval and any provisions they must meet to obtain full COAs;

(c) A list of all institutions that receive funding from non-public tuition including:

- **The address and contact information for the institution;**
- **The date of OSSE's most recent monitoring visit;**
- **The date of expiration for the institution's Certificate of Approval;**

(d) The number of students served in FY19 by these nonpublic schools, broken down by nonpublic school, sending LEA, age, and disability category;

(e) Which disability classifications (e.g., emotional disturbance, learning disability) that the school is designed to serve;

(f) Whether the teachers at each school have full or provisional special education certification;

(g) The maximum number of students the school can accommodate, and the age and/or grade levels they are designed to accommodate;

(h) The specialized personnel and physical resources available at the school (e.g., school psychologist, sensory room, adaptive PE equipment); and

(i) For those that have a provisional COA, provide the provisions they must meet.

RESPONSE: Q88 Attachment 1 – (a)-(c); (e)-(i) FY19 Nonpublic.xlsx
Q88 Attachment 2 – (d) FY19 Students Served by Nonpublic.xlsx

Healthy Youth and Schools Commission

Q89: Provide a list of the current membership of the Commission. Please include each person's name, affiliated organization, appointing organization, start and end of appointment, and ward of residence. List any current vacancies on the Commission.

RESPONSE:

Name	Appointing Organization	Affiliated Organizations	Starts/End Date of Appointment	Ward of Residence
Jeff Travers	Chairperson, Mayoral Appointee	Cancer Support Community	May 2019 – May 2022	Ward 3
Kristy McCarron	Appointed by the Chairman of the Council	YMCA	May 2018 – May 2021	Ward 5
Akeem Anderson	Appointed by the Chairperson of the Council Committee with oversight of education	DC Council	January 2019 – January 2023	Ward 5
Audrey Williams	Appointed by the Chair of the Public Charter School Board	DC Public Charter School Board	October 2017 – October 2020	Maryland Resident
Heidi Schumacher	Designee Representative of OSSE, Mayoral Appointee	OSSE	October 2017 – October 2020	Ward 6
VACANT	Designee Representative of DCPS, Mayoral Appointee	DC Public Schools		
Charneta Scott	Designee Representative of DBH, Mayoral Appointee	Dept. of Behavioral Health	January 2019 – January 2023	Ward 4
Kafui Doe	Designee Representative of DOH, Mayoral Appointee	Dept. of Health	December 2019 – January 2023	Maryland Resident
William Dietz	Public Member, Mayoral Appointee	George Washington University	May 2018 – May 2021	Ward 6
Beverly Wheeler	Public Member, Mayoral Appointee	DC Hunger Solutions	May 2018 – May 2021	Ward 1
Taryn Morrissey	Public Member, Mayoral Appointee	American University, School of Public Affairs	May 2018 – May 2021	Ward 4
Danielle Dooley	Public Member, Mayoral Appointee	Children's National Health System	May 2018 – May 2021	Ward 2
Raven Carter	Student Member, Mayoral Appointee	IDEA Public Charter School	May 2019 – May 2020	Ward 7

Q90: Provide an update on the work plan and work undertaken by the Commission in FY18 and in FY19.

RESPONSE:
OSSE submits this response on behalf of the Healthy Youth and Schools Commission (HYSC).

The goal of the Healthy Youth and Schools Commission (HYSC) is to advise the Mayor and the Council on health, wellness, and nutritional issues concerning youth and schools in the District, including school meals; farm-to-school programs; physical activity and physical education; health education; environmental programs; school gardens; sexual health programming; chronic disease prevention; emotional, social, and mental health services; substance abuse; and violence prevention. In this advisory role, the HYSC is charged with advising on the operations of all District health, wellness, and nutrition programs; reviewing and advising on the best practices in health, wellness, and nutrition programs across the United States; recommending standards, or revisions to existing standards, concerning the health, wellness, and nutrition of youth and schools in the District; advising on the development of an ongoing program of public information and outreach programs on health, wellness, and nutrition; making recommendations on enhancing the collaborative relationship between the District government, the federal government, the University of the District of Columbia, local nonprofit organizations, colleges and universities, and the private sector in connection with health, wellness, and nutrition; identifying gaps in funding and services, or methods of expanding services to District residents; engaging students in improving health, wellness, and nutrition in schools; and participating in the selection process for any grants provided under the Healthy Schools Fund. OSSE has supported the HYSC in gathering raw data, conducting analytics, convening meetings, and developing long-term goals for commissioners.

In FY18, the HYSC prioritized making recommendations for amendments to the Healthy Students Amendment Act of 2018 (HSAA), reviewing mental and behavioral health services in schools, discussing student attendance and absenteeism, and improving student health data collection. The HYSC's Physical Activity Subcommittee held several meetings around physical education and activity standards and offered concrete recommendations for improving these requirements in the HSAA. The HYSC was pleased with the passing of the HSAA, particularly with the inclusion of the increased physical activity requirements and the flexibility of utilizing alternative breakfast serving models to increase breakfast participation. Further, the HYSC held a public meeting devoted exclusively to mental and behavioral health services in schools in an effort to better understand current practices and offer recommendations to District agencies represented at the meeting. Additionally, the HYSC was pleased to see DC Council take up the topic of electronic universal health certificates through the Student Certificate of Health Amendment Act of 2018 as a way to improve student health data collection.

In addition, in FY18, the HYSC also:

- Reviewed the DC Epidemiological Outcomes Workgroup (DCEOW) data dashboard, which is funded through grants from the Substance Abuse and Mental Health Services Administration (SAMHSA).
- Reviewed the OSSE Attendance Report for SY16-17.

- Discussed the Every Day Counts! Taskforce work to reduce chronic absenteeism.
- Reviewed the Safer, Stronger DC Plan.
- Discussed mental health programs including DCPS' student mental health curriculum and staff wellness work and Appletree's Mental Health and Social Emotional Supports.
- Reviewed OSSE' s Environmental Literacy Program

In FY19, the HYSC completed a strategic planning process to guide its work for the next three years. The Commission adopted the following goals:

- By Dec. 31, 2021, the HYSC will make recommendations to the mayor and DC Council, informed by educators, students, and families, to improve students' access to key mental health resources.
- By Dec. 31, 2021, the HYSC will advise District government and partner organizations on necessary quantitative and qualitative data improvements in order to better address and support students' health, wellness, and nutrition needs.
- By Dec. 31, 2021, the HYSC will advise District government and partner organizations on the status of nutrition education in District schools and strategies for sustaining or improving these programs.
- By Dec. 31, 2021, the HYSC will advise District government and partner organizations on strategies to sustain or increase access to and participation in and improve the quality of school meals, with particular focus on breakfast, afterschool, and summer meals.

The Commission formed the following four working groups that will lead the work toward each goal: (1) adverse childhood experiences (ACEs) working group; (2) school health data working group; (3) nutrition education working group; and (4) school meals working group.

In addition in FY19, the HYSC also:

- Heard presentations on OSSE's Environmental Literacy Program and reviewed the stakeholder plan to create the Capital LEAF program.
- Discussed OSSE's Strategic Plan and the DC School Report Card.
- Heard from a pediatrician from Children's National Medical System on the connection between a child's diet and their mental health.
- Reviewed Youth Risk Behavior Survey (YRBS) fact sheets and data collection methodology.
- Reviewed OSSE's updated Early Learning Standards.
- Toured three school gardens District of Columbia Public Schools and public charter schools.
- Reviewed the DC School Breakfast Scorecard.
- Discussed OSSE's Healthy Tots Programs and grants.
- Discussed the Healthy Schools Act Grants and contract.

Higher Education Licensure Commission

Q91: Provide a narrative on the purpose and goals of the Higher Education Licensure Commission. In addition, please include:

(a) A list of all institutions regulated by the commission, noting which professions are licensed, which are certified and which are registered;

(b) A list of commissioners, including their name, a brief bio, when their term began, the length of their term, and when their term expires; and

(c) A list of any/all vacancies on the Commission

RESPONSE: Q91 Attachment – HELC Bios.pdf

Purpose and Goals of the Commission

The Higher Education Licensure Commission (HELC or the Commission) is a five-member Mayoral appointed, regulatory consumer protection authority responsible for public protection with regard to legitimate quality postsecondary education in the District of Columbia. The Commission establishes standards for postsecondary educational operations, authorizes operations, approves programs, issues or denies licenses and oversees all private postsecondary educational institutions in the District of Columbia.

The Commission is the Mayor's only entity authorized to issue postsecondary educational licenses. The Commission is responsible for ensuring that institutions under its jurisdiction meet and comply with the standards and other requirements established by laws and regulations. The Commission's granting or denial of a license assures students who are enrolled in postsecondary institution that the courses offered and degrees conferred meet licensure standards.

The Commission has additional functions which include, but are not limited to, regulating and enforcing postsecondary laws and regulations, maintaining the student records of institutions that close and have no other repository and issuing their students certified student transcripts, and investigating student and faculty complaints against educational institutions under its jurisdiction.

(a) A list of all institutions regulated by the commission, noting which professions are licensed, which are certified and which are registered

A list of active institutions is available on the OSSE website. The HELC does not regulate professions. The HELC regulates institutions that offer postsecondary education in the District. The HELC does not license, certify or register professions.

(b) & (c) A list of commissioners, including their name, a brief bio, when their term began, the length of their term, and when their term expires; and list of any/all vacancies on the Commission

Commissioners are able to serve two, consecutive, three-year terms. Some service time exceeds six years when the appointee was selected to complete the term of someone else. Completing a

term does not count against the two consecutive terms limits. DC Official Code Chapter 13 §38-1304 provides for up to 180 holdover after the expiration of the second term. During FY19 all positions were filled. Brief biographies are attached.

Dr. Mary E. Dilworth, Chair (Ward 7)
First Term: 10/12/2014 - 8/15/2016 (completing term of someone else)
Second Term: 8/15/2016- 8/15/2019
Third Term: 8/15/19-8/15/22

Mr. John Cross, Vice Chair (Ward 6)
First Term: 7/30/2015- 8/15/2017 (completing term of someone else)
Second Term: 8/15/2017- 8/15/2020

Dr. Joanne D. Joyner (Secretary) (Ward 4)
First Term: 8/15/2014- 8/15/2017
Second Term: 8/15/2017-8/15/2020

Ms. Anita Shelton (Ward 1)
First Term: 10/25/2016-8/15/2019 (completing term of someone else)
Second Term: 8/15/2019-8/15/2022
Eligible for reappointment

Ms. Estell Mathis-Lloyd (Ward 4)
First Term: 8/15/2019-8/15/2022

For additional information visit the Mayor's Office of Talent and Appointment mota.dc.gov.

Q92: What were the major accomplishments of the Commission in FY19 and FY20?

RESPONSE: Q92 Attachment – FY19 HELC Quarterly Reports.pdf

Major accomplishments of the Higher Education Licensure Commission (HELC) in FY19 are discussed below. In FY19, the Commission received 321 applications (up from 287 in FY18). For information regarding the approval and denial of applications, please see the Commission's quarterly reports.

Engagement with Regulatory Community

- In FY19, the HELC, serving as the District of Columbia's State Approving Agency (SAA) for Veterans' education benefits under contract with the U.S. Department of Veterans Affairs (DVA), achieved the highest possible rating of "Satisfactory" in the evaluation of the work performed. The Commission revamped the tracking logs to better manage work flow, initiated contact with the DC Apprenticeship Council, and met with Cioffi Consulting to discuss the proposed funding model for all SAAs across the country. Additionally, the SAA Specialist was a panelist during the Association of Veterans Education Certifying Officials conference.
- The HELC staff responds to hundreds of phone calls and emails monthly from institutions seeking approval, students seeking assistance with locating their academic records, and our regulatory counterparts seeking input on best practice recommendations. As a standard operating practice staff responds promptly and with accuracy. This practice contributes to staff's credibility with the community.
- The HELC has maintained working relationships with team members at other DC government agencies (Employment Services, Consumer and Regulatory Affairs, Office of the Attorney General, and Mayors Office of Veterans Affairs), as well as the US Department of Education and the US Department of Veterans Affairs, to ensure consistency in practice and compliance with local and federal laws.
- HELC staff participated in national regulatory conferences/trainings this year in order to meet and learn from our counterparts in other jurisdictions, including: Council on Licensure Enforcement and Regulation (CLEAR), the Federation of Associations of Regulatory Boards (FARB), the National Association of State Approving Agencies for Veterans benefits (NASAA), and the National Association of State Administrators and Supervisors of Private Schools (NASASPS).
- HELC staff serve on committees, special taskforces and participate in focus groups as members of National Association of State Approving Agencies (NASAA), the National Association of State Administrators and Supervisors of Private Schools (NASASPS), Council on Licensure Enforcement and Regulation (CLEAR), and State Authorization Reciprocity Agreements (SARA). Additionally, the HELC executive director serves as chairperson of the Southern Regional Education Board–State Authorization Reciprocity Agreements (SREB - SARA) steering committee.
- In FY19, the executive director, by invitation, presented at two national meetings (SARA Annual Conference and State Authorization Network) to share best practices in the areas of distance education regulation, establishing cross collaboration with sister regulatory agencies, and ensuring compliance with local requirements and participated in a

roundtable discussion representing state higher education regulators on the topic of safeguarding academic records.

HELC staff members are subscribed to National Association of State Administrators and Supervisors of Private Schools (NASASPS) Yahoo-groups, SREB-SARA and NASAA listservs, which provide immediate access to receive and share valuable information with counterparts nationwide. The HELC also hosts New Applicant Workshops every other month and provides technical assistance to potential licensees. Additionally, HELC staff members continue to liaise with other regulatory bodies in the District to ensure congruence (e.g. DC Board of Nursing, Health Emergency Preparedness and Response Administration (HEPRA), and the DC Board of Barbering and Cosmetology).

Licensure Process

In FY 2019, the HELC working in conjunction with the OSSE Office of the Chief Information Technology Officer, published institution profile pages and updated the Annual Data Survey reporting tool. The Commission also began systems improvements to internal database designed to track and manages the day-to-day operations of the unit.

Provided training to the Commissioners

The Commission had one new member this year, who received onboarding training. During Work meetings the Commission welcomed special presentations from HELC staff regarding the GI Bill education benefits, the OSSE Division of Teaching and Learning responsible for teacher credentialing, and a report of the findings of a University of Maryland Masters of Public Policy student who researched the high-demand occupations in the District to correlate the possible education and training needs.

Compliance Monitoring

As the need arises, staff confront institutions suspected of non-compliance and work to facilitate establishing compliance.

- Four administrative hearings were held in FY19,
- Two cases were referred to the Office of the Attorney General, and
- Several notices of unlicensed activity were sent to institutions found to operating in the District of Columbia without authorization.

In addition to denying licensure and applications seeking approval to operate, the Commission has imposed fines to institutions deemed non-compliant.

Seven (7) site evaluations were conducted this fiscal year. Additionally, a standard operating procedure for the site evaluation process was drafted to include the revision of associated forms and policies. The Commission also facilitated the recruitment of and training of site evaluators. The Commission created a databank of 17 qualified evaluators that could potentially serve for the 2020 evaluations.

Public Relations and Communication

This fiscal year the goal for public relations and communications was to increase the awareness about the Commission's work. This was accomplished in the following ways:

- Published a Commission Actions In-brief through the Commission webpages, and a link to the HELC website is also included in the OSSE LEA Look Forward as well as a mass email communication sent to the HELC authorized institutions and ANCs.
- Published an Annual Report and Resource Guide.
- Established a relationship with the education reporter for the Washington Post, should they need a local source to contribute to relevant subject content.
- Created a link from the Career Pathways site to the HELC site.

Regulatory Changes

The HELC, through OSSE anticipates promulgating the Commission's regulations governing non-degree and degree granting institutions to reflect postsecondary industry best practices. Updating the regulations and codifying operating procedures will clarify and improve the standards used to evaluate institutions and standardize the Commission's procedures. The work will ensure that the Commission is operating based on best practices and will eliminate unnecessary ambiguity.

Public Charter School Credit Enhancement Fund Commission

Q93: Please provide a narrative description of the purpose and goals of the Public Charter School Credit Enhancement Fund Commission. In your response, please include:
(a) A list of all members of the Commission, including the organization they represent and the length of time they have served on the Commission;
(b) A list of the date and time of all meetings in FY19 and in FY20;
(c) A narrative description of any action items taken or recommendations made by the Commission in FY19 and in FY20.

RESPONSE:

The District of Columbia Public Charter School Credit Enhancement Committee ("Committee") is a committee established by the Mayor and is responsible for approving any financial transactions funded from the District of Columbia Public Charter School Credit Enhancement Fund, Direct Loan Fund, or any other fund supporting a public charter school financing program as established by the Mayor and Council of the District of Columbia, or the Congress. Pursuant to 20 U.S.C. §1155(e)(3), the funds may be provided directly to public charter schools, limited liability companies participating in the District's New Markets Tax Credit program, or to non-profit entities that develop and finance facilities intending to be occupied by a public charter school, in order to promote innovative credit enhancement and loan initiatives for public charter schools.

(a) A list of all members of the Commission, including the organization they represent and the length of time they have served on the Commission;

The Committee is comprised of five members; three members are appointed by the Mayor of the District of Columbia, and two are appointed by the DC Public Charter School Board.

Name	Company	Appointment
Stefan Huh	Independent Consultant d/b/a Grateful Partners	12/19/2019
Yair Inspektor	HSC Health Care/Children's National	10/30/2019
Michael Musante	President, Musante Strategies, LLC	10/16/2019
Sara Batterton	Independent Consultant	10/28/2019
Mark Medema	School Outreach Advisor, Charter Impact Fund	9/17/2018

(b) A list of the date and time of all meetings in FY19 and in FY20;
(c) A narrative description of any action items taken or recommendations made by the Commission in FY19 and in FY20.

Meeting Dates	Meeting Times	Narrative Description of Actions Taken or Recommendation Made
October 18, 2018	12:00 PM Executive Session 12:30 PM Public Meeting	Reviewed new information for a $1,312,500 direct loan for the Charter School Incubator Initiative – PR Harris School – Ingenuity Prep PCS. Decision tabled until new information could be reviewed.
November 18, 2018	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a $1,312,500 direct loan for the Charter School Incubator Initiative – PR Harris School – Ingenuity Prep PCS.
December 20, 2018	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a $700,000 direct loan for Washington Global PCS.
January 17, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Reviewed a request for a $1,985,948 direct loan for Mundo Verde PCS. Decision tabled until the school provides additional information.
February 21, 2019	Canceled	No new transaction to consider
March 21, 2019	Canceled	No new transactions to consider
April 18, 2019	Canceled	No new transactions to consider
May 16, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Received a request for a six-month extension for a OPCSFS $2 million direct loan for St. Paul on Fourth St. Inc, Decision tabled until the July 2019 meeting. Received a request for a $1,637,494 funded credit enhancement to replace an existing $1,637,494 funded Federal Charter School Program Credit Enhancement Grant. Decision tabled until more information is obtained.
June 20, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	30-day conditional approval for a $1,637,494 funded credit enhancement for the Charter School Incubator Initiative – Birney Site. Approval of a six-month extension for a $2 million direct loan maturity extension for St. Paul on Fourth St., Inc. Tabled decision on approving $1.2 million in additional Building Hope debt for St. Paul on Fourth St., Inc. Approval of $510,000 direct loan request and refinancing of existing $600,000 direct loan for Digital Pioneers Academy PCS. Approved a $500,000 increase in line of credit for Eagle Academy. Tabled decision for a $1 million PACE loan for Eagle Academy until approval by senior lender obtained.
June 27, 2019 - Special Meeting	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of $1.2 million Building Hope loan for St. Paul on Fourth St., Inc.
July 18, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Approval for refinancing of the $1.9 million existing direct loan for Mundo Verde PCS. Review request for a $2 million direct loan for Richard Wright PCS for Journalism and Media Arts. Decision tabled until additional information was obtained.
August 22, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of $1,792,249 in additional senior debt for the Charter School Incubator Initiative – E.W. Stokes site. Approval of a $2 million OPCSFS direct loan for Richard Wright PCS for Journalism and Media Arts. .

Meeting Dates	Meeting Times	Narrative Description of Actions Taken or Recommendation Made
September 19, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Reviewed request from Kingsman Academy PCS for a refinancing of existing debt and $1.3 million in new debt. Tabled decision until results of 2020 lottery are available. Approved a 90-day extension of credit enhancement for the Charter School Incubator Initiative – Birney School.
October 17, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Approved an additional $350,000 Building Hope loan for the Charter School Incubator Initiative – PR Harris site.
November 21, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a $500,000 unfunded credit enhancement for Social Justice PCS. Approved a $1.3 million PACE loan for Eagle Academy PCS.
December 19, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a change in senior lender for Two Rivers PCS – Young Elementary School. Approved a $450,000 unfunded credit enhancement for Girls Global Preparatory Academy PCS. Approval of a refinancing and new debt for a total of $2 million for Creative Minds PCS. Approved a 90-day extension of credit enhancement for the Charter School Incubator Initiative – Birney School.
Meeting schedule for remainder of FY 2020: January 16, 2020, February 20, 2020, March 19, 2020, April 16, 2020, May 21, 2020, June 18, 2020, July 16, 2020, August 20, 2020, September 17, 2020.		

Q94: Please provide a record for each account listed below under the purview of the Commission. In your response please include the current fund balance for the account, the amount loaned out to each charter school, and any transfer of money from the account to other programs or initiatives.

(a) Direct Loan Account;

(b) Credit Enhancement Account.

RESPONSE:

(a) Direct Loan Account

Account Type	**Current Fund Balance** as of Dec. 23, 2019	**Amount Loaned Out**	**Transfers from specific account to other programs or initiatives**
Direct Loan	$25,259,170	$19,467,168	No transfers to other programs or initiatives.
Credit Enhancement	$15,813,590*	$7,900.000	No transfers to other programs or initiatives.

*Note the United States Department of Education's Charter School Program grant funds ($5.9 million) are excluded from the credit enhancement numbers.

DIRECT LOANS ACCOUNT *as of Nov. 30,2019*	
Amount	**Public Charter School**
$1,162,334	Two Rivers PCS
$1,930,487	Eagle Academy PCS
$1,944,171	Charter School Incubator Initiative
$1,558,310	Creative Minds PCS
$1,982,887	Mundo Verde PCS
$ 703,337	Kingsman Academy PCS
$2,000,000	Charter School Incubator Initiative
$1,425,869	DC Scholars PCS
$1,312,500	Charter School Incubator Initiative
$698,056	Washington Global PCS
$816,400	Digital Pioneers PCS
$1,941,818	Early Childhood Academy
$2,000,000	Breakthrough Montessori PCS

(b) Credit Enhancement Account

CREDIT ENHANCEMENTS ACCOUNT *as of Nov. 30, 2019*	
Amount - Funded	**Public Charter School**
$3,000,000	Friendship PCS
Amount - Unfunded	**Public Charter School**
$1,000,000	Paul PCS
$1,000,000	Charter School Incubator Initiative
$1,000,000	Two Rivers PCS
$900,000	Washington Global PCS
$1,000,000	Breakthrough Montessori PCS

Q95: What is the total amount currently allocated in credit enhancements that have been awarded to public charter schools in FY19 and in FY20? How much of this allotment has been spent?

RESPONSE:

OSSE did not award/close any new credit enhancements in FY19 and FY20 as of Dec. 23, 2019.

General Questions

Q96: Provide a current organization chart for OSSE and the name of the employee responsible for the management of each office/program. If applicable, please provide a narrative explanation of any organizational changes made during FY19 or to date in FY20.

RESPONSE: Q96 Attachment – OSSE Organizational Chart.pdf

In FY19, OSSE created a new deputy superintendent role to oversee the agency's Operations, Data, Assessment and Research, and Systems Technology functions. Sara Meyers, former assistant superintendent for operations, serves as deputy superintendent. This creation of the deputy superintendent role is a recognition of the importance of the work of these three divisions. The purpose of this change is to add leadership capacity to strengthen and improve coordination in these functions. OSSE recognizes that it is more important than ever that we continue to make significant progress in our technology and data practices. There were no new organizational changes made during FY20 to date.

There were also two realignments across teams in FY19, both designed to strengthen the management and effectiveness of their respective functions. In May 2019, the Nonpublic Tuition and Medicaid Recovery Unit moved from the Division of Systems and Supports, K-12, into the Division of Operations, which houses the agency-wide finance and administrative functions. This shift was designed to allow for greater alignment across finance-related functions and to allow OSSE to better capture and leverage Medicaid income to accelerate progress for DC students. The realignment did not result in changes to staffing levels. In September 2019, OSSE finalized a second realignment, shifting the office of Data Management and Applications from the Division of Data Assessments, and Research (DAR), into the Office of the Chief Information Officer (CIO). This shift was also designed to allow for greater alignment between existing technical resources in support of OSSE's strategic pillar to create and share actionable data. The change did not result in changes to staffing levels.

Q97: Provide the agency's performance plan for FY19. Did OSSE meet the objectives set forth in the FY19 performance plan? Please provide a narrative description of what actions the agency undertook to meet the key performance indicators, including an explanation as to why any indicators were not met.

RESPONSE: Q97 Attachment 1- FY19 OSSE Performance Plan.pdf
Q97 Attachment 2- FY19 OSSE-DOT Performance Plan.pdf

OSSE
In FY19, OSSE continued to prioritize and make progress toward achieving several of the strategic objectives outlined in the FY18 performance plan. In conjunction with the release of the 2019-2023 Strategic Plan, OSSE's objectives were supported by five strategic initiatives:
Accountability System & School Report Card
Manage a smooth and effective launch of the school new report cards and STAR accountability system to schools and parents by December 2018. Support schools, parents, and the community in understanding how to use the new tool by developing tools and other resources.

Expand access to infant and toddler seats
Maintaining the District's investment over a three year period, OSSE will continue to incentivize child development providers to increase the supply of child care services for infants and toddlers throughout the District, creating 1,000 quality new slots by 2020. OSSE will provide grants that aid in the 1) establishment of new or renovation of existing child development facilities serving infants and toddlers and 2) offer technical assistance and training to child development facility operators to support compliance with the licensure requirements for efficient and effective operations.

Maximize the impact of OSSE's grantmaking
Maximize how OSSE grants support outcomes for students and families. Internally, this includes implementing intentional and effective systems and a new training initiative to support staff to make, manage, and learn from our grants. Externally, this includes launching a forecast to enable strategic planning and engagement for upcoming FY20 grants.

Strengthen recruitment
Develop new and strengthened supports for managers in response to manager and employee feedback, including a manager training on employee relations issues (employee discipline, medical and disability-related benefits), regular manager communities of practice, systematic coaching and mentoring opportunities, and a regular manager orientation.

Systems and data support for District Residency Framework
Expanding and solidify OSSE and Office of Enrollment and Residency (OER) policies, leveraging My School DC for outreach and data insights, and rolling out a first-ever case management system for end-to-end management of residency work streams including tips, investigations, and tuition collection.

Of these strategic initiatives, those around the STAR Framework and DC School Report Card and agency grantmaking were fully realized in FY19; the remaining three are part of larger, multi-year areas

of work in which the agency continues to devote significant focus in FY20. In expanding access to child care for infants and toddlers, the Access to Quality Child Care Expansion Grant awarded more than $1,500,000 in sub-grant funding between March 2018 and the end of FY19. This significant investment of funds helped child development providers in creating 249 infant and toddler seats in Wards 1, 3, 4, 7, and 8. With regard to recruitment, the OSSE Talent team made strides to strengthen the agency's human capital, instituting manager coaching and staff mentoring programs, initiating several new professional development trainings, improving orientation for new staff members, and creating space for staff to support each other through a community of practice. Finally, the Office of Enrollment & Residency (OER) embarked on a broader outreach campaign that included a successful digital advertising campaign and the leveraging of community events, including EdFest, to grow awareness of the District's residency policies. OER also continued to add new information for stakeholders to its website, released a handbook to better support LEAs, and conducted data analysis to assess the source of collected tips and failed residency documents.

In addition to the five strategic initiatives, OSSE's work also focused heavily on sixteen key performance indicators (KPIs) that represent the most critical functions of the agency. OSSE met eleven of sixteen of these targets and, at the time of writing, still awaits data on two metrics with reporting cycles that differ from that of the District's fiscal year. The three KPIs that were not met in FY20 were as follows:

Percent of all students graduating from high school in four years
FY19 GOAL 79%
FY19 ACTUAL 66%
Statewide graduation rates for the District decreased year-over-year, primarily as a result of a lower rate within District of Columbia Public Schools (DCPS).

Percent of all students at college and career ready level in mathematics on statewide assessment
FY19 GOAL 32%
FY19 ACTUAL 31%
While the percentage of students performing at college and career-ready levels on the state mathematics assessment continued to rise in FY19, the rate did not yet meet the FY19 goal.

Percent of childhood and development programs that meet "Quality" and "High-Quality" designations
FY19 GOAL 55%
FY19 ACTUAL 43%
Outcomes for this metric shifted in FY19 due to changes in the calculation methodology used in the new Quality Rating and Improvement System (QRIS). 43% reflects the more rigorous Capital Quality system, which relies on observational assessments on a rubric and replaces the previous accreditation-based "Going for the Gold," which was less stringent.

Under Capital Quality, FY19 data was calculated using a numerator representing the number of facilities that earned a Quality or High-Quality designation and a denominator representing the total number of subsidy providing facilities participating in the Capital Quality program. In previous years, this metric used Going for the Gold data. OSSE has implemented and expanded a number of initiatives (outlined above) to strengthen quality across our subsidy providers and help them meet this new and more rigorous bar. We expect to see these efforts pay greater dividends in future years.

OSSE-DOT

Although OSSE DOT did not meet its FY19 target for calls answered, there has been noticeable improvements with a 4.6% increase in performance this year over last year. In Q54, OSSE DOT discusses the steps taken to address some of the most common reasons for calls- early/late bus complaints and missed bus complaints.

Further, there was a 12% increase in the number of miles traveled this school year compared to last year, despite the slight decline in the number of students transported. Although the target was not met, this year's results yielded a 29% decrease in preventable accidents per 100,000 over the previous year.

OSSE DOT continued to actively recruit school bus drivers and attendants to ensure there are enough staff to cover routes in an effort to offset employee absence, extended leave and staff turnover as well as fluctuating route counts based on student needs. OSSE DOT achieved its highest On-time performance (OTP) at 93% in March 2019, which is the highest performance in the last three years. In Q57, OSSE DOT discuss the efforts taken to reduce vacancies with regard to drivers and aides.

OSSE DOT converted 200 staff from part time to full time in January 2019. This drove up the cost to compensate employees included in this conversion whenever they receive overtime hours. Additionally, all school bus drivers and school bus attendants received a salary increase designed to create pay parody among similarly placed positions. This too results in more accrued overtime costs as needed. Although the variable cost target was not met due to this increase in salaries, there was a much greater positive impact on staff.

Q98: Provide the agency's performance plan for FY20.

RESPONSE: Q98 Attachment 1 – FY20 OSSE Performance Plan.pdf
Q98 Attachment 2 – FY20 OSSE DOT Performance Plan.pdf

Q99: Explain the impact on your agency of any legislation passed at the federal level during FY19 or FY20, to date. Please include comment on the recent reauthorization of the Elementary and Secondary Education Act.

RESPONSE:

The 116th Congress has not passed authorizing legislation that impacts the agency's work. H.R. 1865 funded federal education programs for the remainder of Fiscal Year 2020. OSSE looks forward to the timely passage of federal appropriations legislation for Fiscal Year 2021.
OSSE continues to fulfill its obligations as required by the Every Student Succeeds Act (ESSA) as the state education agency. In line with ESSA requirements for states to assess students in grades 3-5, 6-8, and once in high school in Science, the District of Columbia administered a fully operational assessment in Science in the spring of 2019 and reported results on the assessment in December 2019. OSSE continues to implement its ESSA state plan and actions related to standards, assessment, and school accountability. For more information on assessment and accountability, refer to the following questions: 13, 50, 51, and 52.

Q100: Please also identify all new policies that have been finalized in FY19 or that are expected to be promulgated in FY20. How does OSSE inform LEAs and the public of new or advised regulations or policies?

RESPONSE:

In FY19 and to date in FY20, OSSE published Notice of Emergency, Proposed or Final Rulemaking for the following regulations:

Title & Chapter	Chapter Heading	Description of Rulemaking	Volume and Date of Proposed and/or Emergency Rulemaking	Volume and Date of Final Rulemaking
Title 5-A, Chapter 30	Special Education	Update the regulatory framework governing the education of children with disabilities to comply with changes in both federal law and local law	Vol 66/46 11/8/2019	TBD
Title 5-A, Chapter 23	Testing Integrity	Ensure that statewide assessments are administered in standardized conditions to protect their validity and reliability and outline the standards and processes used to conduct investigations for alleged or potential violations	TBD	TBD
Title 5-A, Chapter 1	Child Development Facilities: Licensing	To clarify specific language in the regulations regarding which staff members must be assigned to and supervising each group of children, and extends the deadline assistant teachers and home caregivers to comply with the requirements to obtain a Child Development Associate (CDA) credential to December 2, 2020	Vol 67/6 02/07/2020	TBD
Title 5-A, Chapter 2	Child Development Facilities: District-Subsidized Child Care Services	Implement new QRIS, Capital Quality, and set FY19 rates and sliding fee scale.	Vol 65/45 11/2/2018	Vol 66/4 1/25/2019
Title 5-A Chapter 75	Alternative Program	To establish criteria for a school or specialized program within a school to be designated as alternative education program	Vol 66/12 3/22/2019	Vol 66/24 6/14/2019

How does OSSE inform LEAs and the public of new or advised regulations or policies?

OSSE informs the LEAs and the public of new or advised regulations through various engagements with major stakeholder groups including working groups, public hearings and meetings. In addition, OSSE informs LEAs and the public of new or altered regulations or policies through existing partner lists and coalitions or consortia, as well as through OSSE's weekly newsletter, the LEA Look Forward. As required by IDEA, OSSE holds two public hearings for all IDEA Part B special education regulations and policies. OSSE publishes all proposed rulemakings in the DC Register and generally provides a thirty-day public comment period for proposed regulations.

Q101: Please provide the following budget information for OSSE and all programs under its purview, including the approved budget, revised budget, and expenditures, for FY19 and to date in FY20:

(a) At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.

(b) At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.

(c) At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group.

[NOTE: for electronic submission please include raw data (i.e. CFO data dump)]

RESPONSE: Q101 Attachment – Budget and Expenditures.xlsx

Q102: Provide a complete accounting of all intra-district transfers received by or transferred from OSSE during FY19 and to date in FY20. For each, please provide a narrative description as to the purpose of the transfer and which programs, activities, and services within OSSE the transfer affected.

RESPONSE: Q102 Attachment – Intra-District Transfers.xlsx

Q103: Provide a complete accounting of all reprogrammings received by or transferred from the OSSE during FY19 and to date in FY20. For each, please 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, 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.

RESPONSE: Q103 Attachment – Reprogrammings.xlsx

Q104: Provide a complete accounting of all of OSSE's Special Purpose Revenue Funds for FY19 and FY20. Please include the revenue source name and code, total amount generated and expended, and the purpose of the funds.

RESPONSE: Q104 Attachment – Special Purpose Revenue.xlsx

Q105: Provide a list of all OSSE's fixed costs budget and actual dollars spent for FY19 and to date in FY20. Include the source of funding and the percentage of these costs assigned to each OSSE program. Please provide the percentage change between OSSE's fixed costs budget for these years and a narrative explanation for any changes.

RESPONSE: Q105 Attachment – Fixed Costs.xlsx

Q106: Provide the capital budget for OSSE and all programs under its purview during FY19, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY19.

RESPONSE: Q106 Attachment – Capital Budget.xlsx

Q107: Describe any spending pressures that existed in FY19. In your response please provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.

RESPONSE:

OSSE did not have any spending pressures in FY19.

Q108: Identify potential areas where spending pressures may exist in FY20? Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY20 budget.

RESPONSE:

OSSE does not anticipate that it will have any spending pressures in FY20.

Q109: Provide a list of all FY19 full-time equivalent positions for OSSE, broken down by program and activity. In addition, for each position please note whether the position is filled (and if filled, the name of the employee) or whether it is vacant. Finally, please indicate the source of funds for each FTE (local, federal, special purpose, etc.).

RESPONSE: Q109 Attachment – Full Time Equivalent Position.xlsx

Q110: How many vacancies were posted for OSSE during FY19? To date in FY20? Which positions? In addition, please note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the source of funding for the position.

RESPONSE: Q110 Attachment - OSSE Vacancies FY19 and FY20 to Date.xlsx

Q111: How many employee performance evaluations were completed in FY19 and how was performance measured against position descriptions? To date in FY20? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

RESPONSE:

OSSE managers set measurable goals based on the individual job requirements and the general outlines of the position description. We have worked diligently to ensure that employees receive evaluations and have performance plans—and offered multiple performance management trainings and performance coaching for both employees and managers, designated a half-time project manager to oversee the performance management process, and engaged all members of the agency leadership team.

If a manager determines that an employee is not performing at the level in which he or she should, that manager will work with the employee to resolve the deficiencies prior to the evaluation stage of the performance cycle. If the matter requires placing the employee on a Performance Improvement Plan (PIP), the manager may elect to do so within a specified timeframe. The employee may be placed on the PIP for 30, 60, or 90 days to allow them ample time for improvement. If the employee fails to improve their performance during the PIP process, the manager then has the right to reassign, demote, or terminate the employee from their position.

Please note that during this performance cycle, bus drivers, attendants, and attorneys were excluded from the standard citywide performance process. Attorneys undergo a different Performance Management process. Also, please note that newly on-boarded employees develop plans within their first 30 days.

FY19 Evaluations		**FY20 Plans**	
OSSE General		OSSE General	
# of Plans/Staff	359	# of Plans/Staff	396
# Completed Evaluations	358	# Draft Plans Completed	390
# NOT Completed	1	# Draft Plans NOT Completed	6
OSSE DOT		OSSE DOT	
# of Plans/Staff	177	# of Plans/Staff	185
# of Completed Evaluations	177	# Draft Plans Completed	185
# NOT Completed	0	# Draft Plans NOT Completed	0

Q112: Has OSSE adhered to all non-discrimination policies in regards to hiring and employment?

RESPONSE:

Yes. The agency has followed the recruitment guidelines and strategies set forth by the DC Department of Human Resources (DCHR), which allows the agency to stay in compliance and adhere to all non-discriminatory policies.

Q113: Have there been any accusations by employees or potential employees that OSSE has violated hiring and employment non-discrimination policies in FY19 or to date in FY20? If so, what steps were taken to remedy the situation(s)?

RESPONSE:

There have been claims-not substantiated by either OSSE or a third party- of violations of hiring and employment non-discrimination policies in FY19 or FY20 to date. None of the claims resulted in official findings against the agency, and, in each case, OSSE works cooperatively with all parties and other agencies, as appropriate. To ensure OSSE's continued adherence to nondiscrimination policies, we have counseled and trained managers on related issues and incorporated Equal Employment Opportunity (EEO) training into our onboarding process for all new employees. In the coming year, we are looking to facilitate expanded training for EEO counselors and increase outreach to employees about their rights, responsibilities, and EEO processes.

Q114: Please list all settlements entered into by the agency or by the District on behalf of the agency in FY19 or FY20, 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.).

RESPONSE:

In FY19, OSSE entered into seven settlement agreements with former employees. In FY20 to date, OSSE has not entered into any settlement agreements with former employees. Due to the confidentiality of personnel matters, the table does not include detailed information regarding settlement agreements entered into by OSSE with any former employees.

In FY19, OSSE entered into six settlement agreements totaling $136,138. The following table provides details regarding the settlement agreements entered into by the agency in specific civil and administrative matters.

Date of Settlement Agreement	Party Names	Litigation Description or Reason for Settlement
5/28/2019	Confidential	Bus Accident
6/2019	Confidential	Bus Accident
7/25/2019	Confidential	ODR – Special Education
11/6/2019	Confidential	ODR – Special Education
12/10/2019	Confidential	ODR – Special Education
12/11/2019	Confidential	ODR – Special Education

Q115: 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 FY19 and FY20, to date, whether or not those allegations were resolved.

RESPONSE:

OSSE takes claims of sexual harassment or misconduct very seriously. OSSE's procedures for investigating allegations of sexual harassment, or misconduct committed by or against its employees, are consistent with the procedures set forth in Mayor's Order 2017-313, dated December 18, 2017. In cases where claims are substantiated in part or in whole, OSSE will issue and implement a formal plan of action, which could result in disciplinary action up to and including adverse action and/or removal. When an allegation of sexual harassment or misconduct is made, the Sexual Harassment Officer (SHO) or alternative Sexual Harassment Officer (ASHO) is tasked with reviewing the allegation and determining a plan of action. Depending on the nature of the complaint, immediate action may be required, such as separating the alleged harasser from the complainant. If immediate action is not required, the SHO or ASHO must move on to interviewing the complainant, harasser, and witnesses. If any follow-up interviews are required, those interviews are scheduled accordingly. The SHO or ASHO will gather all evidence for evaluation, document the investigation, and then report their findings to the agency General Counsel. If further action is required against any individual based on the findings, the agency General Counsel will provide the report to agency leadership and the Mayor's Office of Legal Counsel MOLC.

Complaints to EEO Counselors
In FY19, there were two (2) complaints alleging discrimination on the basis of sex (which includes sexual harassment & right to breastfeed), gender identity/expression and sexual orientation received by OSSE's EEO counselors. In FY20 to date, there have been zero complaints alleging discrimination on those grounds. It is worth noting that for allegations of sexual harassment, complainants are able to bypass EEO counseling and file a formal complaint directly with the Office of Human Rights. Additionally, complainants are able to seek EEO counseling, for any of the protected traits, outside of their own agency. These EEO matters were handled by the agency in accordance with policy and protocol.

Q116: Provide the Committee with the following:

(a) A list of employee receiving bonuses, special pay, additional compensation, or hiring incentives in FY19 and to date in FY20, and the amount; and,

(b) A list of travel expenses for FY19 and to date in FY20, arranged by employee.

RESPONSE: Q116 Attachment 1- Performance Allowances.xlsx
Q116 Attachment 2- FY19-FY20 Incentive Payments.xlsx
Q116 Attachment 3- Travel Expenses FY19 & FY20.xlsx

Q117: Provide the following information for all contracts awarded by OSSE during FY19 and to date in FY20:

(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 taken or technical assistance provided; and
(k) OSSE employee/s responsible for overseeing the contract.

RESPONSE: Q117 Attachment – FY19-20 Contracts.xlsx

Q118: Provide the following information for all contract modifications made by OSSE during FY19 and to date in FY20, broken down by OSSE program and activity:

(a) Name of the vendor;
(b) Purpose and reason of the contract modification;
(c) Employee/s responsible for overseeing the contract;
(d) Modification cost, including budgeted amount and actual spent; and
(e) Funding source.

RESPONSE: Q118 Attachment - FY18-19 Contract Modifications.xlsx

Q119: Provide the following information for all purchase card transactions during FY19 and to date in FY20:

(a) Employee that made the transaction;
(b) Transaction amount; and,
(c) Transaction purpose.

RESPONSE: Q119 Attachment 1 – FY19 Purchase Card Transactions.xlsx
Q119 Attachment 2 – FY20 Purchase Card Transactions.xlsx

Q120: Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within OSSE during FY19 and to date in FY20. This includes any reports by federal agencies, the DC Auditor, or the Office of the Inspector General. In addition, please provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits.

RESPONSE: Q120 Attachment- USDA Summer Food Service Program ME Closure Letter.pdf
Q120 Attachment 2-USDA Child Nutrition Program FMR Closure Letter.pdf
Q120 Attachment 3- USDA Child and Adult Care Food Program ME Closure Letter.pdf
Q120 Attachment 4- Early Intervention Program Audit.pdf
Q120 Attachment 5- Management Observations for OPCSFS.pdf

The following completed reports or program/fiscal audits that were completed during this timeframe can be found at their corresponding attachment:

- **OIG Student Residency Verification Audit** – This audit is a part of OIG's Fiscal Year 2017 Audit and Inspection Plan. Per OIG, the objectives of this audit are to assess DCPS' and PCS': (1) enrollment processes for non-resident students; and (2) revenue collection processes for recording and reporting non-resident tuition and fines. The final report is available here.
- **Medicaid Audit:** DHCF has completed the audit of OSSE DOT and nonpublic student services for the fiscal year ended September 30, 2016. The DHCF audit is in compliance with the Medicaid laws and regulations reflected in the Provider Reimbursement Manual (PRM Pub.15) and the District of Columbia (D.C.) State Plan applicable to the accompanying Schedule of Medicaid Costs (cost report). OSSE DOT is awaiting the finalized audit report from DHCF. DHCF is currently conducting an audit of nonpublic student services for the fiscal year ended September 30, 2017, and September 30, 2018. The audits are being facilitated by a DHCF contractor, Bert Smith & Co. and are not yet complete.
- **US Department of Agriculture (USDA) Management Evaluations (ME) and Financial Management Reviews (FMR)**: Management Evaluations (ME) and Financial Management Reviews (FMR) are standard practice of USDA for each program, every 3-5 years, to ensure program compliance. MEs and FMRs can remain open for months, even years, depending on the findings. Many of the findings in FY19 related to creating and updating standard operating procedures, which has been the main focus of the team over the last three years. The Nutrition Programs Team continues to develop standard operating procedures for all USDA programs to help minimize findings for future MEs. None of the USDA MEs or FMRs below resulted in fiscal action or questionable costs against OSSE.
    - Child and Adult Care Food Program Management Evaluation (Closed)
        - OSSE met the Corrective Action Plan deadline of November 2019 and provided additional follow-up information requested by USDA in December 2019. USDA closed the review process in January 2020.
    - Summer Foods Service Program ME (closed)
        - OSSE met the Corrective Action Plan deadline and USDA closed the review process in February 2019.
    - Child Nutrition Programs FMR (closed)
        - OSSE met the Corrective Action Plan deadline and USDA closed the review process in April 2019.

- **Early Intervention Program Audit -** The Office of the D.C. Auditor (ODCA) initiated the audit in response to concerns raised by Council of the District of Columbia Education Committee Chairman David Grosso regarding the budgeting practices and fiscal management of the D.C. Early Intervention Program (DC EIP). ODCA interviewed relevant staff of OSSE, the Office of the Chief Financial Officer (OCFO), the Office of Contracting and Procurement (OCP), Department of Health Care Finance (DHCF), and relevant DC EIP service providers. They also reviewed OSSE records including invoices, contracts, case files, and service records. Last, we reviewed relevant laws and regulations for determining compliance with early intervention programming requirements.
- **Office of Public Charter School Financing and Support (OPCSFS) Direct Loan and Credit Enhancement Fund (DLCEF**) – This is OCFO's Office of Integrity and Oversight's Revenue and Expenditure Report review for FY18.

Title

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Data Source

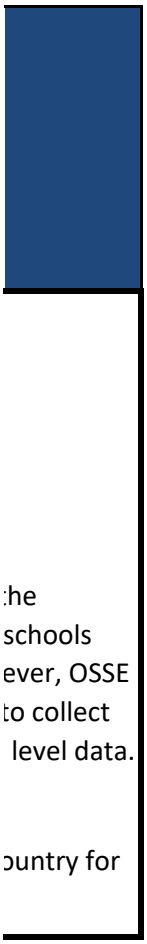
Data Note

Office of the State Superintendent of Education

Q3 Attachment-Private School Enrollment.xlsx
Tab 1: Data Notes
Tab 2: SY16-17
Tab 3: SY17-18
Tab 4: SY18-19
Tab 5: SY18-19 Total Enrollment
Tab 6: SY 19-20

In 2018-19 and the years prior, this data was provided by the Association of Greater Independent Schools and t
Archdiocese of Washington. Beginning in school year 2018-19, OSSE collected enrollment data from all private
that operate within the District but only for District residents which is shown in SY18-19 Total Enrollment. How
did not collect the DC residents data by grade level in SY18-19. However, in school year 2019-20, OSSE began t
enrollment data for all private school students, regardless of residency, and additionally began collecting grade
The SY19-20 tab shows grade level data for total private school enrollment and for DC residents.

For School for Ethics and Leadership and US Senate Page School, these schools take students from across the c
one semester educational experiences. There is no data available for these schools for SY19-20.



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Data Source

Data Notes

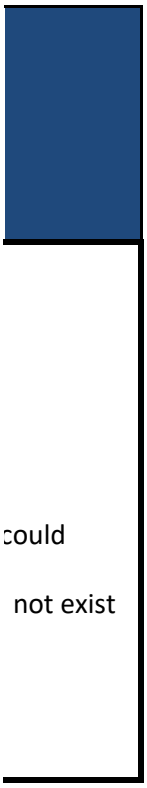
Office of the State Superintendent of Education

Oversight 2019 Q4 Attachment - ELL Students
Tab 1: Counts by Age
Tab 2: Counts by Grade
Tab 3: Counts by Sped
Tab 4: Counts by ELL Classification

This Oversight Hearing question utilizes School year enrollment audit data, and Data Validation

To protect privacy, OSSE has suppressed information and reported ranges when publishing the information c
potentially identify individual students.

- NA indicates that data are unavailable for reasons that include LEA is closed or its a new LEA. subgroup did
or the data were not provided by the LEA.
- N<10 indicates that the number could be any number less than the stated value.
- Counts by age, grade and SPED is calculated from active EL population.
- Counts by ELL classificaton show both Active and Monitored population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Office of the State Superintendent of Education

Title	Oversight 2019 Q5 Attachment - At-Risk Students
Table of Contents	Data_Notes: Details of data file Q5_At-Risk: Student counts of At-Risk indicators (SNAP, TANF, Hom Overage) for the 2015-16, 2016-17, 2017-18, 2018-19, and 2019-20
Data Source	This Oversight Hearing question utilizes School year enrollment aud feed to SLED; Child and Family Services feeds; The Community Partr Prevention of Homeless feeds; and DHS Feeds.
Data Notes	Data closely correspond to the population of students eligible to rec Because these data do not reflect instances when an LEA provided c appeal to an at-risk determination was accepted by OSSE through th process, the counts presented here are lower than the count of stuc risk funding. To protect privacy, OSSE has suppressed information and reported i publishing the information could potentially identify individual stud • N<5, 10, 25, etc. indicates that the number could be any number l value. • DS indicates that the data are suppressed because publishing the the calculation of suppressed data. • NA indicates that data are unavailable for reasons that include LE/ LEA. subgroup did not exist or the data were not provided by the LE prior years, n<10 was used to denote NA *SY1819 TANF counts were updated *Applied suppression for SY1819 counts *Students attending Non Public schools are excluded

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.A. Note that in some

The amount that OSSE pays to enroll an individual student in an out-of-District public school
Prince George's County FY19 Special Ed Services
$137.92 per day includes all services (LRE code C,D,E,F,G,H,I,J,R,S.Z half day Pre-K 3)
$151.50 per day includes all services (LRE codes B,Q,X Secondary grades)
$151.64 per day includes all services (LRE codes B,Q,X Full day Pre-K,K, Elementary grades)
$252.34 per day includes all services (LRE codes C,D,E,F,G,H,I,J,R,S.Z for all grades)
$44.77 per day includes all services (LRE codes A,P,T,W,Y Pre-K 3)
$89.32 per day includes all services (LRE codes A,P,T,W,Y Secondary grades)
$89.54 per day includes all services (LRE codes A,P,T,W,Y Full day Pre-K,K, Elementary grades)
Charles County FY19 Special Ed Services
$225.77 per day includes Regional services TAASC, OT, Speech grade 2
Fairfax County FY19 – Special Ed Services
$192.77 per day Special Ed Cat B PD, IDS Special Ed Disabilities
$34.54 Home bound instruction
$24.32 per hour speech
$31.67 per hour physical & occupational therapy
$27.80 per hour adapted physical education
$39.65 per hour Career & Transition services
$X per hour Nurse services (LPN) *not billed not yet available*
$X per hour Nurse services (RN) *not billed not yet available*
Montgomery County FY19 Special Ed Services
$184.86 per day Middle School (6-8)
$158.73 per day Elementary School (K)
$180.83 per day Elementary School (1)
$144.27 per day Elementary School (Pre-K)
Baltimore County FY19 Special Ed Services
$244.53 per day includes instruction & all other services

Office of the State Superintendent of Education

Title	Q7 Attachment- Mid-year Student Mobility SY 18-19.xlsx
Table of Contents	Data Notes: Details of data file Tab 1: Monthly Mobility by State: The cumulative % of entries and exits, as of the last day of each mo the 2018-19 school year Tab 2: Monthly Mobility by LEA: The cumulative % of entries and exits, as of the last day of each mor the 2018-19 school year Tab 3: Monthly Mobility by School: The cumulative % of entries and exits, as of the last day of each n the 2018-19 school year
Data Source	All data in this file is from the publically-available DC School Report Card, which used data from Data Validation from the 2018-19 school year.
Data Notes	• Entries = The cumulative number of Stage 5 entries since the Enrollment Audit Count Day as of the each month/ Count of Students Enrolled on Enrollment Audit Count Day • Exits = The cumulative number of transfers or exits since the Enrollment Audit Count Day as of the each month/ Count of Students Enrolled on Enrollment Audit Count Day • Methodology has changed from prior years to be consistent with the reporting of mobility data on Report Card. In prior years, mobility data was reported consistent with Equity Reports business rules limited mobility analysis to students enrolled at the time of the Enrollment Audit and only included a students' most recent movement (did not take into account multiple entries and exits for individual s and did not include movement in and out of the same school at different points during the year. The metric on the report card captures each individual entry and exit for all students enrolled at any poir the 2018-19 school year and uses the count of students enrolled on the Enrollment Audit Count Day starting reference point to understand student movement throughout the year. That is, students cou exits either if they transferred out of a given school or out of the District. • More information on business rules is available in the 2019 DC School Report Card and STAR Frame Technical Guide.

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Title
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Data Source
Data Notes

Office of the State Superintendent of Education

Q09 Attachment- Discipline Data-all.xlsx
Data Notes: Details of data file
School Counts and Rates: Rates and counts of students with out-of-school suspensions, in-school suspensions, expulsions, and removals to an interim alternative educational setting by school
LEA Counts and Rates: Rates and counts of students with out-of-school suspensions, in-school suspensions, expulsions, and removals to an interim alternative educational setting by LEA
School Duration Rates: Counts and rates of students suspended by length of suspension by school
LEA Duration Rates: Counts and rates of students suspended by length of suspension by LEA
School Multiple OSS: Counts and rates of students with more than one Out-of-School suspension by school
LEA Multiple OSS: Counts and rates of students with more than one Out-of-School suspension by LEA
Actions by Reason: Counts of a disciplinary action by reason for action
School Removals: Count of students who voluntarily or involuntarily exited by school
LEA Removals: Count of students who voluntarily or involuntarily exited by LEA
This Oversight Hearing question utilizes SY1819 Discipline Data Collection as of SY1819 and Demographic verification as of SY1819, with the exception of involuntary and voluntary removals, which was determined by exit codes collected during the demographic verificaiton.
• To protect privacy, OSSE has suppressed information and reported ranges when publishing the information could potentially identify individual students. •N<5, 10, 25, etc. indicates that the number could be any number less than the stated value. • DS indicates that the data are suppressed because publishing the number would permit the calculation of suppressed data. • NA indicates that data are unavailable for reasons that include the school, LEA, or subgroup did not exist or the data were not provided by the LEA. • <5% or >95% indicates that the value could be any percentage less than 5% or greater than 95%. • Analysis of voluntary and involuntary removals include all student's and were not broken down by student groups

LEA Code	LEA Name	Student Group
178	Academy of Hope Adult PCS	All Students
178	Academy of Hope Adult PCS	Black/African-American
178	Academy of Hope Adult PCS	Gender
178	Academy of Hope Adult PCS	Gender
178	Academy of Hope Adult PCS	Grade
178	Academy of Hope Adult PCS	At-Risk
155	Achievement Preparatory Academy PCS	All Students
155	Achievement Preparatory Academy PCS	Black/African-American
155	Achievement Preparatory Academy PCS	Gender
155	Achievement Preparatory Academy PCS	Gender
155	Achievement Preparatory Academy PCS	Grade
155	Achievement Preparatory Academy PCS	Grade
155	Achievement Preparatory Academy PCS	Grade
155	Achievement Preparatory Academy PCS	At-Risk
155	Achievement Preparatory Academy PCS	Students with Disabilities
155	Achievement Preparatory Academy PCS	All Students
155	Achievement Preparatory Academy PCS	Black/African-American
155	Achievement Preparatory Academy PCS	Gender
155	Achievement Preparatory Academy PCS	Gender
155	Achievement Preparatory Academy PCS	Grade
155	Achievement Preparatory Academy PCS	Grade
155	Achievement Preparatory Academy PCS	Grade
155	Achievement Preparatory Academy PCS	Grade
155	Achievement Preparatory Academy PCS	Grade
155	Achievement Preparatory Academy PCS	At-Risk
155	Achievement Preparatory Academy PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade

001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
168	Basis DC PCS	All Students
168	Basis DC PCS	Black/African-American
168	Basis DC PCS	Hispanic/Latino of any race
168	Basis DC PCS	White
168	Basis DC PCS	Gender
168	Basis DC PCS	Gender
168	Basis DC PCS	Grade
168	Basis DC PCS	Grade
168	Basis DC PCS	Grade
168	Basis DC PCS	Grade
168	Basis DC PCS	Grade
168	Basis DC PCS	At-Risk
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade

001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
107	Bridges PCS	All Students
107	Bridges PCS	Black/African-American
107	Bridges PCS	Hispanic/Latino of any race
107	Bridges PCS	Gender
107	Bridges PCS	Gender
107	Bridges PCS	Grade
107	Bridges PCS	Grade
107	Bridges PCS	Grade

107	Bridges PCS	Grade
107	Bridges PCS	At-Risk
107	Bridges PCS	English Learners
107	Bridges PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American

001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
108	Capital City PCS	All Students
108	Capital City PCS	Black/African-American
108	Capital City PCS	Hispanic/Latino of any race
108	Capital City PCS	Gender
108	Capital City PCS	Gender
108	Capital City PCS	Grade
108	Capital City PCS	Grade
108	Capital City PCS	Grade
108	Capital City PCS	Grade
108	Capital City PCS	At-Risk
108	Capital City PCS	English Learners
108	Capital City PCS	Students with Disabilities
108	Capital City PCS	All Students
108	Capital City PCS	Hispanic/Latino of any race
108	Capital City PCS	Gender

108	Capital City PCS	Grade
108	Capital City PCS	Grade
108	Capital City PCS	At-Risk
108	Capital City PCS	English Learners
108	Capital City PCS	Students with Disabilities
108	Capital City PCS	All Students
108	Capital City PCS	Black/African-American
108	Capital City PCS	Hispanic/Latino of any race
108	Capital City PCS	Gender
108	Capital City PCS	Gender
108	Capital City PCS	Grade
108	Capital City PCS	Grade
108	Capital City PCS	Grade
108	Capital City PCS	Grade
108	Capital City PCS	At-Risk
108	Capital City PCS	English Learners
108	Capital City PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
162	Carlos Rosario International PCS	All Students
162	Carlos Rosario International PCS	Hispanic/Latino of any race
162	Carlos Rosario International PCS	Gender
162	Carlos Rosario International PCS	Grade

156	Center City PCS	All Students
156	Center City PCS	Black/African-American
156	Center City PCS	Gender
156	Center City PCS	Grade
156	Center City PCS	At-Risk
156	Center City PCS	Students with Disabilities
156	Center City PCS	All Students
156	Center City PCS	Black/African-American
156	Center City PCS	Gender
156	Center City PCS	Gender
156	Center City PCS	Grade
156	Center City PCS	Grade
156	Center City PCS	Grade
156	Center City PCS	Grade
156	Center City PCS	Grade
156	Center City PCS	Grade
156	Center City PCS	At-Risk
156	Center City PCS	Students with Disabilities
156	Center City PCS	All Students
156	Center City PCS	Black/African-American
156	Center City PCS	Gender
156	Center City PCS	Gender
156	Center City PCS	Grade
156	Center City PCS	Grade
156	Center City PCS	Grade
156	Center City PCS	Grade
156	Center City PCS	At-Risk
156	Center City PCS	Students with Disabilities
156	Center City PCS	All Students
156	Center City PCS	Black/African-American
156	Center City PCS	Hispanic/Latino of any race
156	Center City PCS	Gender
156	Center City PCS	Grade
156	Center City PCS	Grade
156	Center City PCS	Grade
156	Center City PCS	At-Risk
156	Center City PCS	English Learners
156	Center City PCS	Students with Disabilities
156	Center City PCS	All Students
156	Center City PCS	Black/African-American
156	Center City PCS	Hispanic/Latino of any race
156	Center City PCS	Gender
156	Center City PCS	Gender
156	Center City PCS	Grade
156	Center City PCS	Grade
156	Center City PCS	Grade
156	Center City PCS	Grade

156	Center City PCS	Grade
156	Center City PCS	Grade
156	Center City PCS	At-Risk
156	Center City PCS	Students with Disabilities
156	Center City PCS	All Students
156	Center City PCS	Black/African-American
156	Center City PCS	Gender
156	Center City PCS	Gender
156	Center City PCS	Grade
156	Center City PCS	Grade
156	Center City PCS	Grade
156	Center City PCS	Grade
156	Center City PCS	At-Risk
156	Center City PCS	Students with Disabilities
109	Cesar Chavez PCS for Public Policy	All Students
109	Cesar Chavez PCS for Public Policy	Black/African-American
109	Cesar Chavez PCS for Public Policy	Hispanic/Latino of any race
109	Cesar Chavez PCS for Public Policy	Gender
109	Cesar Chavez PCS for Public Policy	Gender
109	Cesar Chavez PCS for Public Policy	Grade
109	Cesar Chavez PCS for Public Policy	Grade
109	Cesar Chavez PCS for Public Policy	Grade
109	Cesar Chavez PCS for Public Policy	Grade
109	Cesar Chavez PCS for Public Policy	At-Risk
109	Cesar Chavez PCS for Public Policy	Students with Disabilities
109	Cesar Chavez PCS for Public Policy	All Students
109	Cesar Chavez PCS for Public Policy	Black/African-American
109	Cesar Chavez PCS for Public Policy	Hispanic/Latino of any race
109	Cesar Chavez PCS for Public Policy	Gender
109	Cesar Chavez PCS for Public Policy	Gender
109	Cesar Chavez PCS for Public Policy	Grade
109	Cesar Chavez PCS for Public Policy	Grade
109	Cesar Chavez PCS for Public Policy	Grade
109	Cesar Chavez PCS for Public Policy	Grade
109	Cesar Chavez PCS for Public Policy	At-Risk
109	Cesar Chavez PCS for Public Policy	English Learners
109	Cesar Chavez PCS for Public Policy	Students with Disabilities
109	Cesar Chavez PCS for Public Policy	All Students
109	Cesar Chavez PCS for Public Policy	Black/African-American
109	Cesar Chavez PCS for Public Policy	Hispanic/Latino of any race
109	Cesar Chavez PCS for Public Policy	Gender
109	Cesar Chavez PCS for Public Policy	Gender
109	Cesar Chavez PCS for Public Policy	Grade
109	Cesar Chavez PCS for Public Policy	Grade
109	Cesar Chavez PCS for Public Policy	Grade
109	Cesar Chavez PCS for Public Policy	Grade
109	Cesar Chavez PCS for Public Policy	At-Risk

109	Cesar Chavez PCS for Public Policy	English Learners
109	Cesar Chavez PCS for Public Policy	Students with Disabilities
109	Cesar Chavez PCS for Public Policy	All Students
109	Cesar Chavez PCS for Public Policy	Black/African-American
109	Cesar Chavez PCS for Public Policy	Gender
109	Cesar Chavez PCS for Public Policy	Gender
109	Cesar Chavez PCS for Public Policy	Grade
109	Cesar Chavez PCS for Public Policy	Grade
109	Cesar Chavez PCS for Public Policy	At-Risk
109	Cesar Chavez PCS for Public Policy	Students with Disabilities
153	City Arts & Prep PCS	All Students
153	City Arts & Prep PCS	Black/African-American
153	City Arts & Prep PCS	Hispanic/Latino of any race
153	City Arts & Prep PCS	Gender
153	City Arts & Prep PCS	Gender
153	City Arts & Prep PCS	Grade
153	City Arts & Prep PCS	Grade
153	City Arts & Prep PCS	Grade
153	City Arts & Prep PCS	Grade
153	City Arts & Prep PCS	Grade
153	City Arts & Prep PCS	Grade
153	City Arts & Prep PCS	Grade
153	City Arts & Prep PCS	Grade
153	City Arts & Prep PCS	At-Risk
153	City Arts & Prep PCS	English Learners
153	City Arts & Prep PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade

001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
169	Creative Minds International PCS	All Students
169	Creative Minds International PCS	Black/African-American
169	Creative Minds International PCS	Hispanic/Latino of any race
169	Creative Minds International PCS	White
169	Creative Minds International PCS	Gender
169	Creative Minds International PCS	Grade
169	Creative Minds International PCS	Grade
169	Creative Minds International PCS	Grade
169	Creative Minds International PCS	At-Risk
169	Creative Minds International PCS	Students with Disabilities
114	DC Bilingual PCS	All Students
114	DC Bilingual PCS	Hispanic/Latino of any race
114	DC Bilingual PCS	Gender
114	DC Bilingual PCS	Grade
114	DC Bilingual PCS	Grade
114	DC Bilingual PCS	English Learners
114	DC Bilingual PCS	Students with Disabilities
115	DC Prep PCS	All Students
115	DC Prep PCS	Black/African-American
115	DC Prep PCS	Hispanic/Latino of any race
115	DC Prep PCS	Gender
115	DC Prep PCS	Gender
115	DC Prep PCS	Grade
115	DC Prep PCS	Grade
115	DC Prep PCS	Grade
115	DC Prep PCS	Grade
115	DC Prep PCS	Grade
115	DC Prep PCS	At-Risk
115	DC Prep PCS	Students with Disabilities

115	DC Prep PCS	All Students
115	DC Prep PCS	Black/African-American
115	DC Prep PCS	Gender
115	DC Prep PCS	Gender
115	DC Prep PCS	Grade
115	DC Prep PCS	Grade
115	DC Prep PCS	At-Risk
115	DC Prep PCS	Students with Disabilities
115	DC Prep PCS	All Students
115	DC Prep PCS	Black/African-American
115	DC Prep PCS	Hispanic/Latino of any race
115	DC Prep PCS	Gender
115	DC Prep PCS	Gender
115	DC Prep PCS	Grade
115	DC Prep PCS	Grade
115	DC Prep PCS	Grade
115	DC Prep PCS	Grade
115	DC Prep PCS	Grade
115	DC Prep PCS	At-Risk
115	DC Prep PCS	Students with Disabilities
170	DC Scholars PCS	All Students
170	DC Scholars PCS	Black/African-American
170	DC Scholars PCS	Gender
170	DC Scholars PCS	Gender
170	DC Scholars PCS	Grade
170	DC Scholars PCS	Grade
170	DC Scholars PCS	Grade
170	DC Scholars PCS	Grade
170	DC Scholars PCS	Grade
170	DC Scholars PCS	Grade
170	DC Scholars PCS	Grade
170	DC Scholars PCS	Grade
170	DC Scholars PCS	At-Risk
170	DC Scholars PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
179	Democracy Prep Congress Heights PCS	All Students

179	Democracy Prep Congress Heights PCS	Black/African-American
179	Democracy Prep Congress Heights PCS	Gender
179	Democracy Prep Congress Heights PCS	Gender
179	Democracy Prep Congress Heights PCS	Grade
179	Democracy Prep Congress Heights PCS	Grade
179	Democracy Prep Congress Heights PCS	Grade
179	Democracy Prep Congress Heights PCS	Grade
179	Democracy Prep Congress Heights PCS	Grade
179	Democracy Prep Congress Heights PCS	Grade
179	Democracy Prep Congress Heights PCS	Grade
179	Democracy Prep Congress Heights PCS	Grade
179	Democracy Prep Congress Heights PCS	At-Risk
179	Democracy Prep Congress Heights PCS	Students with Disabilities
317	Digital Pioneers Academy PCS	All Students
317	Digital Pioneers Academy PCS	Black/African-American
317	Digital Pioneers Academy PCS	Gender
317	Digital Pioneers Academy PCS	Gender
317	Digital Pioneers Academy PCS	Grade
317	Digital Pioneers Academy PCS	At-Risk
317	Digital Pioneers Academy PCS	Students with Disabilities
181	District of Columbia International School	All Students
181	District of Columbia International School	Black/African-American
181	District of Columbia International School	Hispanic/Latino of any race
181	District of Columbia International School	White
181	District of Columbia International School	Gender
181	District of Columbia International School	Gender
181	District of Columbia International School	Grade
181	District of Columbia International School	Grade
181	District of Columbia International School	Grade
181	District of Columbia International School	Grade
181	District of Columbia International School	Grade
181	District of Columbia International School	Grade
181	District of Columbia International School	At-Risk
181	District of Columbia International School	English Learners
181	District of Columbia International School	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students

001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
116	E.L. Haynes PCS	All Students
116	E.L. Haynes PCS	Black/African-American
116	E.L. Haynes PCS	Hispanic/Latino of any race
116	E.L. Haynes PCS	Gender
116	E.L. Haynes PCS	Gender
116	E.L. Haynes PCS	Grade
116	E.L. Haynes PCS	Grade
116	E.L. Haynes PCS	Grade
116	E.L. Haynes PCS	At-Risk
116	E.L. Haynes PCS	English Learners
116	E.L. Haynes PCS	Students with Disabilities
116	E.L. Haynes PCS	All Students
116	E.L. Haynes PCS	Black/African-American
116	E.L. Haynes PCS	Hispanic/Latino of any race
116	E.L. Haynes PCS	White
116	E.L. Haynes PCS	Gender
116	E.L. Haynes PCS	Gender
116	E.L. Haynes PCS	Grade
116	E.L. Haynes PCS	Grade
116	E.L. Haynes PCS	Grade
116	E.L. Haynes PCS	Grade
116	E.L. Haynes PCS	At-Risk
116	E.L. Haynes PCS	English Learners

116	E.L. Haynes PCS	Students with Disabilities
116	E.L. Haynes PCS	All Students
116	E.L. Haynes PCS	Black/African-American
116	E.L. Haynes PCS	Hispanic/Latino of any race
116	E.L. Haynes PCS	Gender
116	E.L. Haynes PCS	Gender
116	E.L. Haynes PCS	Grade
116	E.L. Haynes PCS	Grade
116	E.L. Haynes PCS	Grade
116	E.L. Haynes PCS	Grade
116	E.L. Haynes PCS	At-Risk
116	E.L. Haynes PCS	English Learners
116	E.L. Haynes PCS	Students with Disabilities
117	Eagle Academy PCS	All Students
117	Eagle Academy PCS	Hispanic/Latino of any race
117	Eagle Academy PCS	Gender
117	Eagle Academy PCS	Grade
117	Eagle Academy PCS	At-Risk
117	Eagle Academy PCS	English Learners
117	Eagle Academy PCS	Students with Disabilities
117	Eagle Academy PCS	All Students
117	Eagle Academy PCS	Black/African-American
117	Eagle Academy PCS	Gender
117	Eagle Academy PCS	Gender
117	Eagle Academy PCS	Grade
117	Eagle Academy PCS	Grade
117	Eagle Academy PCS	Grade
117	Eagle Academy PCS	At-Risk
117	Eagle Academy PCS	Students with Disabilities
118	Early Childhood Academy PCS	All Students
118	Early Childhood Academy PCS	Black/African-American
118	Early Childhood Academy PCS	Gender
118	Early Childhood Academy PCS	Gender
118	Early Childhood Academy PCS	Grade
118	Early Childhood Academy PCS	Grade
118	Early Childhood Academy PCS	Grade
118	Early Childhood Academy PCS	At-Risk
118	Early Childhood Academy PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade

001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
144	Elsie Whitlow Stokes Community Freedom PCS	All Students
144	Elsie Whitlow Stokes Community Freedom PCS	Black/African-American
144	Elsie Whitlow Stokes Community Freedom PCS	Hispanic/Latino of any race
144	Elsie Whitlow Stokes Community Freedom PCS	Gender
144	Elsie Whitlow Stokes Community Freedom PCS	Gender
144	Elsie Whitlow Stokes Community Freedom PCS	Grade
144	Elsie Whitlow Stokes Community Freedom PCS	Grade
144	Elsie Whitlow Stokes Community Freedom PCS	Grade
144	Elsie Whitlow Stokes Community Freedom PCS	Grade
144	Elsie Whitlow Stokes Community Freedom PCS	Grade
144	Elsie Whitlow Stokes Community Freedom PCS	At-Risk
144	Elsie Whitlow Stokes Community Freedom PCS	English Learners
144	Elsie Whitlow Stokes Community Freedom PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
120	Friendship PCS	All Students
120	Friendship PCS	Black/African-American
120	Friendship PCS	Gender
120	Friendship PCS	Gender
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	At-Risk
120	Friendship PCS	Students with Disabilities
120	Friendship PCS	All Students

120	Friendship PCS	Black/African-American
120	Friendship PCS	Gender
120	Friendship PCS	Gender
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	At-Risk
120	Friendship PCS	Students with Disabilities
120	Friendship PCS	All Students
120	Friendship PCS	Black/African-American
120	Friendship PCS	Gender
120	Friendship PCS	Gender
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	At-Risk
120	Friendship PCS	Students with Disabilities
120	Friendship PCS	All Students
120	Friendship PCS	Black/African-American
120	Friendship PCS	Gender
120	Friendship PCS	Gender
120	Friendship PCS	Grade
120	Friendship PCS	At-Risk
120	Friendship PCS	Students with Disabilities
120	Friendship PCS	All Students
120	Friendship PCS	Black/African-American
120	Friendship PCS	Gender
120	Friendship PCS	Gender
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	At-Risk
120	Friendship PCS	Students with Disabilities
120	Friendship PCS	All Students
120	Friendship PCS	Black/African-American
120	Friendship PCS	Hispanic/Latino of any race
120	Friendship PCS	Gender
120	Friendship PCS	Gender
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	At-Risk
120	Friendship PCS	English Learners

120	Friendship PCS	Students with Disabilities
120	Friendship PCS	All Students
120	Friendship PCS	Black/African-American
120	Friendship PCS	Gender
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	At-Risk
120	Friendship PCS	Students with Disabilities
120	Friendship PCS	All Students
120	Friendship PCS	Black/African-American
120	Friendship PCS	Gender
120	Friendship PCS	Grade
120	Friendship PCS	At-Risk
120	Friendship PCS	Students with Disabilities
120	Friendship PCS	All Students
120	Friendship PCS	Black/African-American
120	Friendship PCS	Gender
120	Friendship PCS	Gender
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	At-Risk
120	Friendship PCS	Students with Disabilities
120	Friendship PCS	All Students
120	Friendship PCS	Black/African-American
120	Friendship PCS	Gender
120	Friendship PCS	Gender
120	Friendship PCS	Grade
120	Friendship PCS	At-Risk
120	Friendship PCS	Students with Disabilities
120	Friendship PCS	All Students
120	Friendship PCS	Black/African-American
120	Friendship PCS	Gender
120	Friendship PCS	Gender
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	At-Risk
120	Friendship PCS	Students with Disabilities
120	Friendship PCS	All Students
120	Friendship PCS	Black/African-American
120	Friendship PCS	Gender
120	Friendship PCS	Gender
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	Grade
120	Friendship PCS	Grade

120	Friendship PCS	Grade
120	Friendship PCS	At-Risk
120	Friendship PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
190	Goodwill Excel Center PCS	All Students
190	Goodwill Excel Center PCS	Black/African-American
190	Goodwill Excel Center PCS	Gender
190	Goodwill Excel Center PCS	Gender
190	Goodwill Excel Center PCS	Grade
190	Goodwill Excel Center PCS	Grade
190	Goodwill Excel Center PCS	At-Risk
190	Goodwill Excel Center PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	White

001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
180	Harmony DC PCS	All Students
180	Harmony DC PCS	Black/African-American
180	Harmony DC PCS	Hispanic/Latino of any race
180	Harmony DC PCS	Gender
180	Harmony DC PCS	Gender
180	Harmony DC PCS	Grade
180	Harmony DC PCS	Grade
180	Harmony DC PCS	Grade
180	Harmony DC PCS	Grade
180	Harmony DC PCS	At-Risk
180	Harmony DC PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
121	Hope Community PCS	All Students
121	Hope Community PCS	Black/African-American

121	Hope Community PCS	Gender
121	Hope Community PCS	Grade
121	Hope Community PCS	At-Risk
121	Hope Community PCS	All Students
121	Hope Community PCS	Black/African-American
121	Hope Community PCS	Gender
121	Hope Community PCS	Gender
121	Hope Community PCS	Grade
121	Hope Community PCS	Grade
121	Hope Community PCS	Grade
121	Hope Community PCS	Grade
121	Hope Community PCS	Grade
121	Hope Community PCS	At-Risk
121	Hope Community PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
124	Howard University Middle School of Mathematics and Science PCS	All Students
124	Howard University Middle School of Mathematics and Science PCS	Black/African-American
124	Howard University Middle School of Mathematics and Science PCS	Hispanic/Latino of any race
124	Howard University Middle School of Mathematics and Science PCS	Gender
124	Howard University Middle School of Mathematics and Science PCS	Gender
124	Howard University Middle School of Mathematics and Science PCS	Grade
124	Howard University Middle School of Mathematics and Science PCS	Grade
124	Howard University Middle School of Mathematics and Science PCS	Grade
124	Howard University Middle School of Mathematics and Science PCS	At-Risk
124	Howard University Middle School of Mathematics and Science PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
126	IDEA PCS	All Students
126	IDEA PCS	Black/African-American
126	IDEA PCS	Gender
126	IDEA PCS	Gender
126	IDEA PCS	Grade
126	IDEA PCS	Grade
126	IDEA PCS	Grade

126	IDEA PCS	Grade
126	IDEA PCS	At-Risk
126	IDEA PCS	Students with Disabilities
127	Ideal Academy PCS	All Students
127	Ideal Academy PCS	Black/African-American
127	Ideal Academy PCS	Gender
127	Ideal Academy PCS	Gender
127	Ideal Academy PCS	Grade
127	Ideal Academy PCS	Grade
127	Ideal Academy PCS	Grade
127	Ideal Academy PCS	Grade
127	Ideal Academy PCS	Grade
127	Ideal Academy PCS	Grade
127	Ideal Academy PCS	Grade
127	Ideal Academy PCS	At-Risk
127	Ideal Academy PCS	Students with Disabilities
173	Ingenuity Prep PCS	All Students
173	Ingenuity Prep PCS	Black/African-American
173	Ingenuity Prep PCS	Gender
173	Ingenuity Prep PCS	Gender
173	Ingenuity Prep PCS	Grade
173	Ingenuity Prep PCS	Grade
173	Ingenuity Prep PCS	Grade
173	Ingenuity Prep PCS	Grade
173	Ingenuity Prep PCS	Grade
173	Ingenuity Prep PCS	Grade
173	Ingenuity Prep PCS	At-Risk
173	Ingenuity Prep PCS	Students with Disabilities
165	Inspired Teaching Demonstration PCS	All Students
165	Inspired Teaching Demonstration PCS	Black/African-American
165	Inspired Teaching Demonstration PCS	Hispanic/Latino of any race
165	Inspired Teaching Demonstration PCS	White
165	Inspired Teaching Demonstration PCS	Gender
165	Inspired Teaching Demonstration PCS	Gender
165	Inspired Teaching Demonstration PCS	Grade
165	Inspired Teaching Demonstration PCS	Grade
165	Inspired Teaching Demonstration PCS	Grade
165	Inspired Teaching Demonstration PCS	Grade
165	Inspired Teaching Demonstration PCS	Grade
165	Inspired Teaching Demonstration PCS	At-Risk
165	Inspired Teaching Demonstration PCS	English Learners
165	Inspired Teaching Demonstration PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender

001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
129	KIPP DC PCS	All Students
129	KIPP DC PCS	Black/African-American
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	At-Risk
129	KIPP DC PCS	Students with Disabilities
129	KIPP DC PCS	All Students
129	KIPP DC PCS	Black/African-American
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Grade

129	KIPP DC PCS	At-Risk
129	KIPP DC PCS	All Students
129	KIPP DC PCS	Black/African-American
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	At-Risk
129	KIPP DC PCS	English Learners
129	KIPP DC PCS	Students with Disabilities
129	KIPP DC PCS	All Students
129	KIPP DC PCS	Black/African-American
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Grade
129	KIPP DC PCS	At-Risk
129	KIPP DC PCS	All Students
129	KIPP DC PCS	Black/African-American
129	KIPP DC PCS	White
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	At-Risk
129	KIPP DC PCS	Students with Disabilities
129	KIPP DC PCS	All Students
129	KIPP DC PCS	Black/African-American
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	At-Risk
129	KIPP DC PCS	Students with Disabilities
129	KIPP DC PCS	All Students
129	KIPP DC PCS	Black/African-American
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	At-Risk

129	KIPP DC PCS	Students with Disabilities
129	KIPP DC PCS	All Students
129	KIPP DC PCS	Black/African-American
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	At-Risk
129	KIPP DC PCS	Students with Disabilities
129	KIPP DC PCS	All Students
129	KIPP DC PCS	Black/African-American
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	At-Risk
129	KIPP DC PCS	Students with Disabilities
129	KIPP DC PCS	All Students
129	KIPP DC PCS	Black/African-American
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	At-Risk
129	KIPP DC PCS	Students with Disabilities
129	KIPP DC PCS	All Students
129	KIPP DC PCS	Black/African-American
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	At-Risk
129	KIPP DC PCS	Students with Disabilities
129	KIPP DC PCS	All Students
129	KIPP DC PCS	Black/African-American
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	At-Risk
129	KIPP DC PCS	Students with Disabilities
129	KIPP DC PCS	All Students
129	KIPP DC PCS	Black/African-American
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Grade

129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	At-Risk
129	KIPP DC PCS	Students with Disabilities
129	KIPP DC PCS	All Students
129	KIPP DC PCS	Black/African-American
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Gender
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	Grade
129	KIPP DC PCS	At-Risk
129	KIPP DC PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students

001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
186	Kingsman Academy PCS	All Students
186	Kingsman Academy PCS	Black/African-American
186	Kingsman Academy PCS	Gender
186	Kingsman Academy PCS	Gender
186	Kingsman Academy PCS	Grade
186	Kingsman Academy PCS	Grade
186	Kingsman Academy PCS	Grade
186	Kingsman Academy PCS	At-Risk
186	Kingsman Academy PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade

001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade

001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
177	Lee Montessori PCS	All Students
177	Lee Montessori PCS	Black/African-American
177	Lee Montessori PCS	Gender
177	Lee Montessori PCS	Grade
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade

001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
132	Mary McLeod Bethune Day Academy PCS	All Students
132	Mary McLeod Bethune Day Academy PCS	Black/African-American
132	Mary McLeod Bethune Day Academy PCS	Gender
132	Mary McLeod Bethune Day Academy PCS	Gender
132	Mary McLeod Bethune Day Academy PCS	Grade
132	Mary McLeod Bethune Day Academy PCS	Grade
132	Mary McLeod Bethune Day Academy PCS	Grade
132	Mary McLeod Bethune Day Academy PCS	Grade
132	Mary McLeod Bethune Day Academy PCS	Grade
132	Mary McLeod Bethune Day Academy PCS	Grade
132	Mary McLeod Bethune Day Academy PCS	At-Risk
132	Mary McLeod Bethune Day Academy PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
133	Maya Angelou PCS	All Students
133	Maya Angelou PCS	Black/African-American
133	Maya Angelou PCS	Hispanic/Latino of any race
133	Maya Angelou PCS	Gender
133	Maya Angelou PCS	Gender
133	Maya Angelou PCS	Grade
133	Maya Angelou PCS	Grade
133	Maya Angelou PCS	Grade
133	Maya Angelou PCS	Grade
133	Maya Angelou PCS	At-Risk
133	Maya Angelou PCS	Students with Disabilities
133	Maya Angelou PCS	All Students
133	Maya Angelou PCS	Black/African-American
133	Maya Angelou PCS	Gender
133	Maya Angelou PCS	Gender
133	Maya Angelou PCS	Grade

133	Maya Angelou PCS	At-Risk
133	Maya Angelou PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
135	Meridian PCS	All Students
135	Meridian PCS	Black/African-American
135	Meridian PCS	Hispanic/Latino of any race
135	Meridian PCS	Gender
135	Meridian PCS	Gender
135	Meridian PCS	Grade
135	Meridian PCS	Grade
135	Meridian PCS	Grade
135	Meridian PCS	Grade
135	Meridian PCS	Grade
135	Meridian PCS	Grade
135	Meridian PCS	Grade
135	Meridian PCS	Grade
135	Meridian PCS	Grade
135	Meridian PCS	At-Risk
135	Meridian PCS	English Learners
135	Meridian PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender

001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
184	Monument Academy PCS	All Students
184	Monument Academy PCS	Black/African-American
184	Monument Academy PCS	Hispanic/Latino of any race
184	Monument Academy PCS	Gender
184	Monument Academy PCS	Gender
184	Monument Academy PCS	Grade
184	Monument Academy PCS	Grade
184	Monument Academy PCS	Grade
184	Monument Academy PCS	Grade
184	Monument Academy PCS	At-Risk
184	Monument Academy PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
163	National Collegiate Preparatory PCHS	All Students
163	National Collegiate Preparatory PCHS	Black/African-American

163	National Collegiate Preparatory PCHS	Gender
163	National Collegiate Preparatory PCHS	Gender
163	National Collegiate Preparatory PCHS	Grade
163	National Collegiate Preparatory PCHS	Grade
163	National Collegiate Preparatory PCHS	Grade
163	National Collegiate Preparatory PCHS	At-Risk
163	National Collegiate Preparatory PCHS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
138	Paul PCS	All Students
138	Paul PCS	Black/African-American
138	Paul PCS	Hispanic/Latino of any race

138	Paul PCS	Gender
138	Paul PCS	Gender
138	Paul PCS	Grade
138	Paul PCS	Grade
138	Paul PCS	Grade
138	Paul PCS	Grade
138	Paul PCS	At-Risk
138	Paul PCS	English Learners
138	Paul PCS	Students with Disabilities
138	Paul PCS	All Students
138	Paul PCS	Black/African-American
138	Paul PCS	Hispanic/Latino of any race
138	Paul PCS	Gender
138	Paul PCS	Gender
138	Paul PCS	Grade
138	Paul PCS	Grade
138	Paul PCS	Grade
138	Paul PCS	At-Risk
138	Paul PCS	English Learners
138	Paul PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk

001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
167	Richard Wright PCS for Journalism and Media Arts	All Students
167	Richard Wright PCS for Journalism and Media Arts	Black/African-American
167	Richard Wright PCS for Journalism and Media Arts	Gender
167	Richard Wright PCS for Journalism and Media Arts	Gender
167	Richard Wright PCS for Journalism and Media Arts	Grade
167	Richard Wright PCS for Journalism and Media Arts	Grade
167	Richard Wright PCS for Journalism and Media Arts	Grade
167	Richard Wright PCS for Journalism and Media Arts	Grade
167	Richard Wright PCS for Journalism and Media Arts	Grade
167	Richard Wright PCS for Journalism and Media Arts	At-Risk
167	Richard Wright PCS for Journalism and Media Arts	Students with Disabilities
191	Rocketship DC PCS	All Students
191	Rocketship DC PCS	Black/African-American
191	Rocketship DC PCS	Gender

191	Rocketship DC PCS	Gender
191	Rocketship DC PCS	Grade
191	Rocketship DC PCS	Grade
191	Rocketship DC PCS	Grade
191	Rocketship DC PCS	At-Risk
191	Rocketship DC PCS	Students with Disabilities
191	Rocketship DC PCS	All Students
191	Rocketship DC PCS	Black/African-American
191	Rocketship DC PCS	Gender
191	Rocketship DC PCS	Gender
191	Rocketship DC PCS	Grade
191	Rocketship DC PCS	Grade
191	Rocketship DC PCS	Grade
191	Rocketship DC PCS	Grade
191	Rocketship DC PCS	At-Risk
191	Rocketship DC PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk

001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
142	SEED PCS of Washington, DC	All Students
142	SEED PCS of Washington, DC	Black/African-American
142	SEED PCS of Washington, DC	Hispanic/Latino of any race
142	SEED PCS of Washington, DC	Gender
142	SEED PCS of Washington, DC	Gender
142	SEED PCS of Washington, DC	Grade
142	SEED PCS of Washington, DC	Grade
142	SEED PCS of Washington, DC	Grade
142	SEED PCS of Washington, DC	Grade
142	SEED PCS of Washington, DC	Grade
142	SEED PCS of Washington, DC	At-Risk
142	SEED PCS of Washington, DC	English Learners
142	SEED PCS of Washington, DC	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	White

001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
174	Sela PCS	All Students
174	Sela PCS	Black/African-American
174	Sela PCS	Gender
174	Sela PCS	Grade
174	Sela PCS	At-Risk
174	Sela PCS	Students with Disabilities
166	Shining Stars Montessori Academy PCS	All Students
166	Shining Stars Montessori Academy PCS	Black/African-American
166	Shining Stars Montessori Academy PCS	Gender
166	Shining Stars Montessori Academy PCS	Grade
166	Shining Stars Montessori Academy PCS	Grade
166	Shining Stars Montessori Academy PCS	At-Risk
166	Shining Stars Montessori Academy PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk

001	District of Columbia Public Schools	Students with Disabilities
175	Somerset Preparatory Academy PCS	All Students
175	Somerset Preparatory Academy PCS	Black/African-American
175	Somerset Preparatory Academy PCS	Gender
175	Somerset Preparatory Academy PCS	Gender
175	Somerset Preparatory Academy PCS	Grade
175	Somerset Preparatory Academy PCS	Grade
175	Somerset Preparatory Academy PCS	Grade
175	Somerset Preparatory Academy PCS	Grade
175	Somerset Preparatory Academy PCS	Grade
175	Somerset Preparatory Academy PCS	Grade
175	Somerset Preparatory Academy PCS	Grade
175	Somerset Preparatory Academy PCS	At-Risk
175	Somerset Preparatory Academy PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
143	St. Coletta Special Education PCS	All Students
143	St. Coletta Special Education PCS	Black/African-American
143	St. Coletta Special Education PCS	Gender
143	St. Coletta Special Education PCS	Grade
143	St. Coletta Special Education PCS	At-Risk
143	St. Coletta Special Education PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
314	Statesman College Preparatory Academy for Boys PCS	All Students
314	Statesman College Preparatory Academy for Boys PCS	Black/African-American
314	Statesman College Preparatory Academy for Boys PCS	Gender
314	Statesman College Preparatory Academy for Boys PCS	Grade

314	Statesman College Preparatory Academy for Boys PCS	At-Risk
314	Statesman College Preparatory Academy for Boys PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
188	The Children's Guild DC PCS	All Students
188	The Children's Guild DC PCS	Black/African-American
188	The Children's Guild DC PCS	Gender
188	The Children's Guild DC PCS	Gender
188	The Children's Guild DC PCS	Grade
188	The Children's Guild DC PCS	Grade
188	The Children's Guild DC PCS	Grade
188	The Children's Guild DC PCS	Grade
188	The Children's Guild DC PCS	Grade
188	The Children's Guild DC PCS	Grade
188	The Children's Guild DC PCS	At-Risk
188	The Children's Guild DC PCS	Students with Disabilities

001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
146	Thurgood Marshall Academy PCS	All Students
146	Thurgood Marshall Academy PCS	Black/African-American
146	Thurgood Marshall Academy PCS	Hispanic/Latino of any race
146	Thurgood Marshall Academy PCS	Gender
146	Thurgood Marshall Academy PCS	Gender
146	Thurgood Marshall Academy PCS	Grade
146	Thurgood Marshall Academy PCS	Grade
146	Thurgood Marshall Academy PCS	Grade
146	Thurgood Marshall Academy PCS	Grade
146	Thurgood Marshall Academy PCS	At-Risk
146	Thurgood Marshall Academy PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade

001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
149	Two Rivers PCS	All Students
149	Two Rivers PCS	Black/African-American
149	Two Rivers PCS	Hispanic/Latino of any race
149	Two Rivers PCS	Gender
149	Two Rivers PCS	Gender
149	Two Rivers PCS	Grade
149	Two Rivers PCS	Grade
149	Two Rivers PCS	Grade
149	Two Rivers PCS	Grade
149	Two Rivers PCS	Grade
149	Two Rivers PCS	Grade
149	Two Rivers PCS	At-Risk
149	Two Rivers PCS	Students with Disabilities
149	Two Rivers PCS	All Students
149	Two Rivers PCS	Black/African-American
149	Two Rivers PCS	White
149	Two Rivers PCS	Gender
149	Two Rivers PCS	Grade
149	Two Rivers PCS	Grade
149	Two Rivers PCS	At-Risk
149	Two Rivers PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade

001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
185	Washington Global PCS	All Students
185	Washington Global PCS	Black/African-American
185	Washington Global PCS	Gender
185	Washington Global PCS	Gender
185	Washington Global PCS	Grade
185	Washington Global PCS	Grade
185	Washington Global PCS	Grade
185	Washington Global PCS	At-Risk
185	Washington Global PCS	Students with Disabilities
151	Washington Latin PCS	All Students
151	Washington Latin PCS	Black/African-American
151	Washington Latin PCS	Hispanic/Latino of any race
151	Washington Latin PCS	White
151	Washington Latin PCS	Gender
151	Washington Latin PCS	Gender
151	Washington Latin PCS	Grade
151	Washington Latin PCS	Grade
151	Washington Latin PCS	Grade
151	Washington Latin PCS	Grade
151	Washington Latin PCS	At-Risk
151	Washington Latin PCS	English Learners
151	Washington Latin PCS	Students with Disabilities
151	Washington Latin PCS	All Students
151	Washington Latin PCS	Black/African-American
151	Washington Latin PCS	Hispanic/Latino of any race
151	Washington Latin PCS	White
151	Washington Latin PCS	Gender
151	Washington Latin PCS	Gender
151	Washington Latin PCS	Grade
151	Washington Latin PCS	Grade
151	Washington Latin PCS	Grade
151	Washington Latin PCS	Grade
151	Washington Latin PCS	At-Risk
151	Washington Latin PCS	English Learners
151	Washington Latin PCS	Students with Disabilities
194	Washington Leadership Academy PCS	All Students
194	Washington Leadership Academy PCS	Black/African-American
194	Washington Leadership Academy PCS	Hispanic/Latino of any race
194	Washington Leadership Academy PCS	Gender
194	Washington Leadership Academy PCS	Gender
194	Washington Leadership Academy PCS	Grade
194	Washington Leadership Academy PCS	Grade
194	Washington Leadership Academy PCS	Grade
194	Washington Leadership Academy PCS	At-Risk

194	Washington Leadership Academy PCS	English Learners
194	Washington Leadership Academy PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
160	Washington Yu Ying PCS	All Students
160	Washington Yu Ying PCS	Black/African-American
160	Washington Yu Ying PCS	Hispanic/Latino of any race
160	Washington Yu Ying PCS	White
160	Washington Yu Ying PCS	Gender
160	Washington Yu Ying PCS	Grade
160	Washington Yu Ying PCS	Grade
160	Washington Yu Ying PCS	Grade
160	Washington Yu Ying PCS	At-Risk
160	Washington Yu Ying PCS	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners

001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	Students with Disabilities
001	District of Columbia Public Schools	All Students
001	District of Columbia Public Schools	Black/African-American
001	District of Columbia Public Schools	Hispanic/Latino of any race
001	District of Columbia Public Schools	White
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Gender
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	Grade
001	District of Columbia Public Schools	At-Risk
001	District of Columbia Public Schools	English Learners
001	District of Columbia Public Schools	Students with Disabilities
131	Youthbuild PCS	All Students
131	Youthbuild PCS	Black/African-American
131	Youthbuild PCS	Gender
131	Youthbuild PCS	Gender
131	Youthbuild PCS	Grade
131	Youthbuild PCS	At-Risk
131	Youthbuild PCS	Students with Disabilities

Group Value	School Code	School Name
All	233	Academy of Hope Adult PCS
Yes	233	Academy of Hope Adult PCS
Male	233	Academy of Hope Adult PCS
Female	233	Academy of Hope Adult PCS
AO	233	Academy of Hope Adult PCS
Yes	233	Academy of Hope Adult PCS
All	217	Achievement Preparatory Academy PCS - Wahler Place Elementary School
Yes	217	Achievement Preparatory Academy PCS - Wahler Place Elementary School
Male	217	Achievement Preparatory Academy PCS - Wahler Place Elementary School
Female	217	Achievement Preparatory Academy PCS - Wahler Place Elementary School
KG	217	Achievement Preparatory Academy PCS - Wahler Place Elementary School
02	217	Achievement Preparatory Academy PCS - Wahler Place Elementary School
03	217	Achievement Preparatory Academy PCS - Wahler Place Elementary School
Yes	217	Achievement Preparatory Academy PCS - Wahler Place Elementary School
Yes	217	Achievement Preparatory Academy PCS - Wahler Place Elementary School
All	1100	Achievement Preparatory Academy PCS - Wahler Place Middle School
Yes	1100	Achievement Preparatory Academy PCS - Wahler Place Middle School
Male	1100	Achievement Preparatory Academy PCS - Wahler Place Middle School
Female	1100	Achievement Preparatory Academy PCS - Wahler Place Middle School
04	1100	Achievement Preparatory Academy PCS - Wahler Place Middle School
05	1100	Achievement Preparatory Academy PCS - Wahler Place Middle School
06	1100	Achievement Preparatory Academy PCS - Wahler Place Middle School
07	1100	Achievement Preparatory Academy PCS - Wahler Place Middle School
08	1100	Achievement Preparatory Academy PCS - Wahler Place Middle School
Yes	1100	Achievement Preparatory Academy PCS - Wahler Place Middle School
Yes	1100	Achievement Preparatory Academy PCS - Wahler Place Middle School
All	202	Aiton Elementary School
Yes	202	Aiton Elementary School
Male	202	Aiton Elementary School
Female	202	Aiton Elementary School
KG	202	Aiton Elementary School
01	202	Aiton Elementary School
02	202	Aiton Elementary School
04	202	Aiton Elementary School
05	202	Aiton Elementary School
Yes	202	Aiton Elementary School
Yes	202	Aiton Elementary School
All	203	Amidon-Bowen Elementary School
Yes	203	Amidon-Bowen Elementary School
Yes	203	Amidon-Bowen Elementary School
Male	203	Amidon-Bowen Elementary School
Female	203	Amidon-Bowen Elementary School
01	203	Amidon-Bowen Elementary School
02	203	Amidon-Bowen Elementary School
03	203	Amidon-Bowen Elementary School
04	203	Amidon-Bowen Elementary School

05	203	Amidon-Bowen Elementary School
Yes	203	Amidon-Bowen Elementary School
Yes	203	Amidon-Bowen Elementary School
Yes	203	Amidon-Bowen Elementary School
All	450	Anacostia High School
Yes	450	Anacostia High School
Yes	450	Anacostia High School
Male	450	Anacostia High School
Female	450	Anacostia High School
09	450	Anacostia High School
10	450	Anacostia High School
11	450	Anacostia High School
12	450	Anacostia High School
Yes	450	Anacostia High School
Yes	450	Anacostia High School
All	3068	BASIS DC PCS
Yes	3068	BASIS DC PCS
Yes	3068	BASIS DC PCS
Yes	3068	BASIS DC PCS
Male	3068	BASIS DC PCS
Female	3068	BASIS DC PCS
05	3068	BASIS DC PCS
06	3068	BASIS DC PCS
07	3068	BASIS DC PCS
10	3068	BASIS DC PCS
11	3068	BASIS DC PCS
Yes	3068	BASIS DC PCS
All	452	Ballou High School
Yes	452	Ballou High School
Yes	452	Ballou High School
Male	452	Ballou High School
Female	452	Ballou High School
09	452	Ballou High School
10	452	Ballou High School
11	452	Ballou High School
12	452	Ballou High School
Yes	452	Ballou High School
Yes	452	Ballou High School
All	462	Ballou STAY High School
Yes	462	Ballou STAY High School
Yes	462	Ballou STAY High School
Male	462	Ballou STAY High School
Female	462	Ballou STAY High School
09	462	Ballou STAY High School
10	462	Ballou STAY High School
11	462	Ballou STAY High School
12	462	Ballou STAY High School

Yes	462	Ballou STAY High School
Yes	462	Ballou STAY High School
Yes	462	Ballou STAY High School
All	204	Bancroft Elementary School @ Sharpe
Yes	204	Bancroft Elementary School @ Sharpe
Yes	204	Bancroft Elementary School @ Sharpe
Male	204	Bancroft Elementary School @ Sharpe
Female	204	Bancroft Elementary School @ Sharpe
02	204	Bancroft Elementary School @ Sharpe
03	204	Bancroft Elementary School @ Sharpe
04	204	Bancroft Elementary School @ Sharpe
05	204	Bancroft Elementary School @ Sharpe
Yes	204	Bancroft Elementary School @ Sharpe
Yes	204	Bancroft Elementary School @ Sharpe
Yes	204	Bancroft Elementary School @ Sharpe
All	205	Barnard Elementary School
Yes	205	Barnard Elementary School
Male	205	Barnard Elementary School
05	205	Barnard Elementary School
Yes	205	Barnard Elementary School
Yes	205	Barnard Elementary School
All	206	Beers Elementary School
Yes	206	Beers Elementary School
Male	206	Beers Elementary School
03	206	Beers Elementary School
04	206	Beers Elementary School
05	206	Beers Elementary School
Yes	206	Beers Elementary School
Yes	206	Beers Elementary School
All	402	Benjamin Banneker High School
Yes	402	Benjamin Banneker High School
Yes	402	Benjamin Banneker High School
Male	402	Benjamin Banneker High School
Female	402	Benjamin Banneker High School
09	402	Benjamin Banneker High School
10	402	Benjamin Banneker High School
11	402	Benjamin Banneker High School
12	402	Benjamin Banneker High School
Yes	402	Benjamin Banneker High School
All	142	Bridges PCS
Yes	142	Bridges PCS
Yes	142	Bridges PCS
Male	142	Bridges PCS
Female	142	Bridges PCS
02	142	Bridges PCS
03	142	Bridges PCS
04	142	Bridges PCS

05	142	Bridges PCS
Yes	142	Bridges PCS
Yes	142	Bridges PCS
Yes	142	Bridges PCS
All	213	Brightwood Education Campus
Yes	213	Brightwood Education Campus
Yes	213	Brightwood Education Campus
Male	213	Brightwood Education Campus
Female	213	Brightwood Education Campus
KG	213	Brightwood Education Campus
02	213	Brightwood Education Campus
03	213	Brightwood Education Campus
04	213	Brightwood Education Campus
05	213	Brightwood Education Campus
06	213	Brightwood Education Campus
07	213	Brightwood Education Campus
08	213	Brightwood Education Campus
Yes	213	Brightwood Education Campus
Yes	213	Brightwood Education Campus
Yes	213	Brightwood Education Campus
All	347	Brookland Middle School
Yes	347	Brookland Middle School
Male	347	Brookland Middle School
Female	347	Brookland Middle School
06	347	Brookland Middle School
07	347	Brookland Middle School
08	347	Brookland Middle School
Yes	347	Brookland Middle School
Yes	347	Brookland Middle School
All	404	Browne Education Campus
Yes	404	Browne Education Campus
Male	404	Browne Education Campus
Female	404	Browne Education Campus
KG	404	Browne Education Campus
05	404	Browne Education Campus
07	404	Browne Education Campus
08	404	Browne Education Campus
Yes	404	Browne Education Campus
Yes	404	Browne Education Campus
All	219	Bunker Hill Elementary School
Yes	219	Bunker Hill Elementary School
Male	219	Bunker Hill Elementary School
01	219	Bunker Hill Elementary School
02	219	Bunker Hill Elementary School
Yes	219	Bunker Hill Elementary School
All	220	Burroughs Elementary School
Yes	220	Burroughs Elementary School

Male	220	Burroughs Elementary School
Female	220	Burroughs Elementary School
KG	220	Burroughs Elementary School
01	220	Burroughs Elementary School
02	220	Burroughs Elementary School
03	220	Burroughs Elementary School
04	220	Burroughs Elementary School
Yes	220	Burroughs Elementary School
Yes	220	Burroughs Elementary School
Yes	220	Burroughs Elementary School
All	221	Burrville Elementary School
Yes	221	Burrville Elementary School
Yes	221	Burrville Elementary School
Male	221	Burrville Elementary School
Female	221	Burrville Elementary School
01	221	Burrville Elementary School
02	221	Burrville Elementary School
03	221	Burrville Elementary School
04	221	Burrville Elementary School
05	221	Burrville Elementary School
Yes	221	Burrville Elementary School
Yes	221	Burrville Elementary School
All	247	C.W. Harris Elementary School
Yes	247	C.W. Harris Elementary School
Male	247	C.W. Harris Elementary School
Female	247	C.W. Harris Elementary School
01	247	C.W. Harris Elementary School
03	247	C.W. Harris Elementary School
04	247	C.W. Harris Elementary School
05	247	C.W. Harris Elementary School
Yes	247	C.W. Harris Elementary School
Yes	247	C.W. Harris Elementary School
All	1207	Capital City PCS - High School
Yes	1207	Capital City PCS - High School
Yes	1207	Capital City PCS - High School
Male	1207	Capital City PCS - High School
Female	1207	Capital City PCS - High School
09	1207	Capital City PCS - High School
10	1207	Capital City PCS - High School
11	1207	Capital City PCS - High School
12	1207	Capital City PCS - High School
Yes	1207	Capital City PCS - High School
Yes	1207	Capital City PCS - High School
Yes	1207	Capital City PCS - High School
All	184	Capital City PCS - Lower School
Yes	184	Capital City PCS - Lower School
Male	184	Capital City PCS - Lower School

02	184	Capital City PCS - Lower School
03	184	Capital City PCS - Lower School
Yes	184	Capital City PCS - Lower School
Yes	184	Capital City PCS - Lower School
Yes	184	Capital City PCS - Lower School
All	182	Capital City PCS - Middle School
Yes	182	Capital City PCS - Middle School
Yes	182	Capital City PCS - Middle School
Male	182	Capital City PCS - Middle School
Female	182	Capital City PCS - Middle School
05	182	Capital City PCS - Middle School
06	182	Capital City PCS - Middle School
07	182	Capital City PCS - Middle School
08	182	Capital City PCS - Middle School
Yes	182	Capital City PCS - Middle School
Yes	182	Capital City PCS - Middle School
Yes	182	Capital City PCS - Middle School
All	360	Capitol Hill Montessori School @ Logan
Yes	360	Capitol Hill Montessori School @ Logan
Male	360	Capitol Hill Montessori School @ Logan
Female	360	Capitol Hill Montessori School @ Logan
01	360	Capitol Hill Montessori School @ Logan
06	360	Capitol Hill Montessori School @ Logan
07	360	Capitol Hill Montessori School @ Logan
08	360	Capitol Hill Montessori School @ Logan
Yes	360	Capitol Hill Montessori School @ Logan
Yes	360	Capitol Hill Montessori School @ Logan
All	454	Cardozo Education Campus
Yes	454	Cardozo Education Campus
Yes	454	Cardozo Education Campus
Yes	454	Cardozo Education Campus
Male	454	Cardozo Education Campus
Female	454	Cardozo Education Campus
06	454	Cardozo Education Campus
07	454	Cardozo Education Campus
08	454	Cardozo Education Campus
09	454	Cardozo Education Campus
10	454	Cardozo Education Campus
11	454	Cardozo Education Campus
12	454	Cardozo Education Campus
Yes	454	Cardozo Education Campus
Yes	454	Cardozo Education Campus
Yes	454	Cardozo Education Campus
All	1119	Carlos Rosario International PCS
Yes	1119	Carlos Rosario International PCS
Male	1119	Carlos Rosario International PCS
AO	1119	Carlos Rosario International PCS

All	1103	Center City PCS - Brightwood
Yes	1103	Center City PCS - Brightwood
Male	1103	Center City PCS - Brightwood
04	1103	Center City PCS - Brightwood
Yes	1103	Center City PCS - Brightwood
Yes	1103	Center City PCS - Brightwood
All	1104	Center City PCS - Capitol Hill
Yes	1104	Center City PCS - Capitol Hill
Male	1104	Center City PCS - Capitol Hill
Female	1104	Center City PCS - Capitol Hill
03	1104	Center City PCS - Capitol Hill
04	1104	Center City PCS - Capitol Hill
05	1104	Center City PCS - Capitol Hill
06	1104	Center City PCS - Capitol Hill
07	1104	Center City PCS - Capitol Hill
08	1104	Center City PCS - Capitol Hill
Yes	1104	Center City PCS - Capitol Hill
Yes	1104	Center City PCS - Capitol Hill
All	1105	Center City PCS - Congress Heights
Yes	1105	Center City PCS - Congress Heights
Male	1105	Center City PCS - Congress Heights
Female	1105	Center City PCS - Congress Heights
04	1105	Center City PCS - Congress Heights
05	1105	Center City PCS - Congress Heights
06	1105	Center City PCS - Congress Heights
08	1105	Center City PCS - Congress Heights
Yes	1105	Center City PCS - Congress Heights
Yes	1105	Center City PCS - Congress Heights
All	1106	Center City PCS - Petworth
Yes	1106	Center City PCS - Petworth
Yes	1106	Center City PCS - Petworth
Male	1106	Center City PCS - Petworth
04	1106	Center City PCS - Petworth
05	1106	Center City PCS - Petworth
06	1106	Center City PCS - Petworth
Yes	1106	Center City PCS - Petworth
Yes	1106	Center City PCS - Petworth
Yes	1106	Center City PCS - Petworth
All	1107	Center City PCS - Shaw
Yes	1107	Center City PCS - Shaw
Yes	1107	Center City PCS - Shaw
Male	1107	Center City PCS - Shaw
Female	1107	Center City PCS - Shaw
02	1107	Center City PCS - Shaw
03	1107	Center City PCS - Shaw
04	1107	Center City PCS - Shaw
06	1107	Center City PCS - Shaw

07	1107	Center City PCS - Shaw
08	1107	Center City PCS - Shaw
Yes	1107	Center City PCS - Shaw
Yes	1107	Center City PCS - Shaw
All	1108	Center City PCS - Trinidad
Yes	1108	Center City PCS - Trinidad
Male	1108	Center City PCS - Trinidad
Female	1108	Center City PCS - Trinidad
03	1108	Center City PCS - Trinidad
04	1108	Center City PCS - Trinidad
05	1108	Center City PCS - Trinidad
06	1108	Center City PCS - Trinidad
Yes	1108	Center City PCS - Trinidad
Yes	1108	Center City PCS - Trinidad
All	153	Cesar Chavez PCS for Public Policy - Capitol Hill
Yes	153	Cesar Chavez PCS for Public Policy - Capitol Hill
Yes	153	Cesar Chavez PCS for Public Policy - Capitol Hill
Male	153	Cesar Chavez PCS for Public Policy - Capitol Hill
Female	153	Cesar Chavez PCS for Public Policy - Capitol Hill
09	153	Cesar Chavez PCS for Public Policy - Capitol Hill
10	153	Cesar Chavez PCS for Public Policy - Capitol Hill
11	153	Cesar Chavez PCS for Public Policy - Capitol Hill
12	153	Cesar Chavez PCS for Public Policy - Capitol Hill
Yes	153	Cesar Chavez PCS for Public Policy - Capitol Hill
Yes	153	Cesar Chavez PCS for Public Policy - Capitol Hill
All	127	Cesar Chavez PCS for Public Policy - Chavez Prep
Yes	127	Cesar Chavez PCS for Public Policy - Chavez Prep
Yes	127	Cesar Chavez PCS for Public Policy - Chavez Prep
Male	127	Cesar Chavez PCS for Public Policy - Chavez Prep
Female	127	Cesar Chavez PCS for Public Policy - Chavez Prep
06	127	Cesar Chavez PCS for Public Policy - Chavez Prep
07	127	Cesar Chavez PCS for Public Policy - Chavez Prep
08	127	Cesar Chavez PCS for Public Policy - Chavez Prep
09	127	Cesar Chavez PCS for Public Policy - Chavez Prep
Yes	127	Cesar Chavez PCS for Public Policy - Chavez Prep
Yes	127	Cesar Chavez PCS for Public Policy - Chavez Prep
Yes	127	Cesar Chavez PCS for Public Policy - Chavez Prep
All	109	Cesar Chavez PCS for Public Policy - Parkside High School
Yes	109	Cesar Chavez PCS for Public Policy - Parkside High School
Yes	109	Cesar Chavez PCS for Public Policy - Parkside High School
Male	109	Cesar Chavez PCS for Public Policy - Parkside High School
Female	109	Cesar Chavez PCS for Public Policy - Parkside High School
09	109	Cesar Chavez PCS for Public Policy - Parkside High School
10	109	Cesar Chavez PCS for Public Policy - Parkside High School
11	109	Cesar Chavez PCS for Public Policy - Parkside High School
12	109	Cesar Chavez PCS for Public Policy - Parkside High School
Yes	109	Cesar Chavez PCS for Public Policy - Parkside High School

Yes	109	Cesar Chavez PCS for Public Policy - Parkside High School
Yes	109	Cesar Chavez PCS for Public Policy - Parkside High School
All	102	Cesar Chavez PCS for Public Policy - Parkside Middle School
Yes	102	Cesar Chavez PCS for Public Policy - Parkside Middle School
Male	102	Cesar Chavez PCS for Public Policy - Parkside Middle School
Female	102	Cesar Chavez PCS for Public Policy - Parkside Middle School
07	102	Cesar Chavez PCS for Public Policy - Parkside Middle School
08	102	Cesar Chavez PCS for Public Policy - Parkside Middle School
Yes	102	Cesar Chavez PCS for Public Policy - Parkside Middle School
Yes	102	Cesar Chavez PCS for Public Policy - Parkside Middle School
All	210	City Arts & Prep PCS
Yes	210	City Arts & Prep PCS
Yes	210	City Arts & Prep PCS
Male	210	City Arts & Prep PCS
Female	210	City Arts & Prep PCS
KG	210	City Arts & Prep PCS
01	210	City Arts & Prep PCS
03	210	City Arts & Prep PCS
04	210	City Arts & Prep PCS
05	210	City Arts & Prep PCS
06	210	City Arts & Prep PCS
07	210	City Arts & Prep PCS
08	210	City Arts & Prep PCS
Yes	210	City Arts & Prep PCS
Yes	210	City Arts & Prep PCS
Yes	210	City Arts & Prep PCS
All	224	Cleveland Elementary School
Yes	224	Cleveland Elementary School
Yes	224	Cleveland Elementary School
Male	224	Cleveland Elementary School
Female	224	Cleveland Elementary School
01	224	Cleveland Elementary School
03	224	Cleveland Elementary School
04	224	Cleveland Elementary School
05	224	Cleveland Elementary School
Yes	224	Cleveland Elementary School
Yes	224	Cleveland Elementary School
All	442	Columbia Heights Education Campus
Yes	442	Columbia Heights Education Campus
Yes	442	Columbia Heights Education Campus
Yes	442	Columbia Heights Education Campus
Male	442	Columbia Heights Education Campus
Female	442	Columbia Heights Education Campus
06	442	Columbia Heights Education Campus
07	442	Columbia Heights Education Campus
08	442	Columbia Heights Education Campus
09	442	Columbia Heights Education Campus

10	442	Columbia Heights Education Campus
11	442	Columbia Heights Education Campus
12	442	Columbia Heights Education Campus
Yes	442	Columbia Heights Education Campus
Yes	442	Columbia Heights Education Campus
Yes	442	Columbia Heights Education Campus
All	455	Coolidge High School
Yes	455	Coolidge High School
Yes	455	Coolidge High School
Male	455	Coolidge High School
Female	455	Coolidge High School
09	455	Coolidge High School
10	455	Coolidge High School
11	455	Coolidge High School
12	455	Coolidge High School
Yes	455	Coolidge High School
Yes	455	Coolidge High School
Yes	455	Coolidge High School
All	3069	Creative Minds International PCS
Yes	3069	Creative Minds International PCS
Yes	3069	Creative Minds International PCS
Yes	3069	Creative Minds International PCS
Male	3069	Creative Minds International PCS
05	3069	Creative Minds International PCS
06	3069	Creative Minds International PCS
08	3069	Creative Minds International PCS
Yes	3069	Creative Minds International PCS
Yes	3069	Creative Minds International PCS
All	199	DC Bilingual PCS
Yes	199	DC Bilingual PCS
Male	199	DC Bilingual PCS
04	199	DC Bilingual PCS
05	199	DC Bilingual PCS
Yes	199	DC Bilingual PCS
Yes	199	DC Bilingual PCS
All	218	DC Prep PCS - Benning Middle School
Yes	218	DC Prep PCS - Benning Middle School
Yes	218	DC Prep PCS - Benning Middle School
Male	218	DC Prep PCS - Benning Middle School
Female	218	DC Prep PCS - Benning Middle School
04	218	DC Prep PCS - Benning Middle School
05	218	DC Prep PCS - Benning Middle School
06	218	DC Prep PCS - Benning Middle School
07	218	DC Prep PCS - Benning Middle School
08	218	DC Prep PCS - Benning Middle School
Yes	218	DC Prep PCS - Benning Middle School
Yes	218	DC Prep PCS - Benning Middle School

All	130	DC Prep PCS - Edgewood Elementary School
Yes	130	DC Prep PCS - Edgewood Elementary School
Male	130	DC Prep PCS - Edgewood Elementary School
Female	130	DC Prep PCS - Edgewood Elementary School
02	130	DC Prep PCS - Edgewood Elementary School
03	130	DC Prep PCS - Edgewood Elementary School
Yes	130	DC Prep PCS - Edgewood Elementary School
Yes	130	DC Prep PCS - Edgewood Elementary School
All	196	DC Prep PCS - Edgewood Middle School
Yes	196	DC Prep PCS - Edgewood Middle School
Yes	196	DC Prep PCS - Edgewood Middle School
Male	196	DC Prep PCS - Edgewood Middle School
Female	196	DC Prep PCS - Edgewood Middle School
04	196	DC Prep PCS - Edgewood Middle School
05	196	DC Prep PCS - Edgewood Middle School
06	196	DC Prep PCS - Edgewood Middle School
07	196	DC Prep PCS - Edgewood Middle School
08	196	DC Prep PCS - Edgewood Middle School
Yes	196	DC Prep PCS - Edgewood Middle School
Yes	196	DC Prep PCS - Edgewood Middle School
All	3070	DC Scholars PCS
Yes	3070	DC Scholars PCS
Male	3070	DC Scholars PCS
Female	3070	DC Scholars PCS
KG	3070	DC Scholars PCS
02	3070	DC Scholars PCS
03	3070	DC Scholars PCS
04	3070	DC Scholars PCS
05	3070	DC Scholars PCS
06	3070	DC Scholars PCS
07	3070	DC Scholars PCS
08	3070	DC Scholars PCS
Yes	3070	DC Scholars PCS
Yes	3070	DC Scholars PCS
All	405	Deal Middle School
Yes	405	Deal Middle School
Yes	405	Deal Middle School
Yes	405	Deal Middle School
Male	405	Deal Middle School
Female	405	Deal Middle School
06	405	Deal Middle School
07	405	Deal Middle School
08	405	Deal Middle School
Yes	405	Deal Middle School
Yes	405	Deal Middle School
Yes	405	Deal Middle School
All	234	Democracy Prep Congress Heights PCS

Yes	234	Democracy Prep Congress Heights PCS
Male	234	Democracy Prep Congress Heights PCS
Female	234	Democracy Prep Congress Heights PCS
KG	234	Democracy Prep Congress Heights PCS
01	234	Democracy Prep Congress Heights PCS
02	234	Democracy Prep Congress Heights PCS
03	234	Democracy Prep Congress Heights PCS
04	234	Democracy Prep Congress Heights PCS
05	234	Democracy Prep Congress Heights PCS
06	234	Democracy Prep Congress Heights PCS
07	234	Democracy Prep Congress Heights PCS
08	234	Democracy Prep Congress Heights PCS
Yes	234	Democracy Prep Congress Heights PCS
Yes	234	Democracy Prep Congress Heights PCS
All	1038	Digital Pioneers Academy PCS
Yes	1038	Digital Pioneers Academy PCS
Male	1038	Digital Pioneers Academy PCS
Female	1038	Digital Pioneers Academy PCS
06	1038	Digital Pioneers Academy PCS
Yes	1038	Digital Pioneers Academy PCS
Yes	1038	Digital Pioneers Academy PCS
All	248	District of Columbia International School
Yes	248	District of Columbia International School
Yes	248	District of Columbia International School
Yes	248	District of Columbia International School
Male	248	District of Columbia International School
Female	248	District of Columbia International School
06	248	District of Columbia International School
07	248	District of Columbia International School
08	248	District of Columbia International School
09	248	District of Columbia International School
10	248	District of Columbia International School
11	248	District of Columbia International School
Yes	248	District of Columbia International School
Yes	248	District of Columbia International School
Yes	248	District of Columbia International School
All	349	Dorothy I. Height Elementary School
Yes	349	Dorothy I. Height Elementary School
Male	349	Dorothy I. Height Elementary School
04	349	Dorothy I. Height Elementary School
All	231	Drew Elementary School
Yes	231	Drew Elementary School
Male	231	Drew Elementary School
04	231	Drew Elementary School
Yes	231	Drew Elementary School
Yes	231	Drew Elementary School
All	471	Duke Ellington School of the Arts

Yes	471	Duke Ellington School of the Arts
Yes	471	Duke Ellington School of the Arts
Yes	471	Duke Ellington School of the Arts
Male	471	Duke Ellington School of the Arts
Female	471	Duke Ellington School of the Arts
09	471	Duke Ellington School of the Arts
10	471	Duke Ellington School of the Arts
11	471	Duke Ellington School of the Arts
12	471	Duke Ellington School of the Arts
Yes	471	Duke Ellington School of the Arts
Yes	471	Duke Ellington School of the Arts
All	467	Dunbar High School
Yes	467	Dunbar High School
Yes	467	Dunbar High School
Yes	467	Dunbar High School
Male	467	Dunbar High School
Female	467	Dunbar High School
09	467	Dunbar High School
10	467	Dunbar High School
11	467	Dunbar High School
12	467	Dunbar High School
Yes	467	Dunbar High School
Yes	467	Dunbar High School
Yes	467	Dunbar High School
All	1206	E.L. Haynes PCS - Elementary School
Yes	1206	E.L. Haynes PCS - Elementary School
Yes	1206	E.L. Haynes PCS - Elementary School
Male	1206	E.L. Haynes PCS - Elementary School
Female	1206	E.L. Haynes PCS - Elementary School
02	1206	E.L. Haynes PCS - Elementary School
03	1206	E.L. Haynes PCS - Elementary School
04	1206	E.L. Haynes PCS - Elementary School
Yes	1206	E.L. Haynes PCS - Elementary School
Yes	1206	E.L. Haynes PCS - Elementary School
Yes	1206	E.L. Haynes PCS - Elementary School
All	1138	E.L. Haynes PCS - High School
Yes	1138	E.L. Haynes PCS - High School
Yes	1138	E.L. Haynes PCS - High School
Yes	1138	E.L. Haynes PCS - High School
Male	1138	E.L. Haynes PCS - High School
Female	1138	E.L. Haynes PCS - High School
09	1138	E.L. Haynes PCS - High School
10	1138	E.L. Haynes PCS - High School
11	1138	E.L. Haynes PCS - High School
12	1138	E.L. Haynes PCS - High School
Yes	1138	E.L. Haynes PCS - High School
Yes	1138	E.L. Haynes PCS - High School

Yes	1138	E.L. Haynes PCS - High School
All	146	E.L. Haynes PCS - Middle School
Yes	146	E.L. Haynes PCS - Middle School
Yes	146	E.L. Haynes PCS - Middle School
Male	146	E.L. Haynes PCS - Middle School
Female	146	E.L. Haynes PCS - Middle School
05	146	E.L. Haynes PCS - Middle School
06	146	E.L. Haynes PCS - Middle School
07	146	E.L. Haynes PCS - Middle School
08	146	E.L. Haynes PCS - Middle School
Yes	146	E.L. Haynes PCS - Middle School
Yes	146	E.L. Haynes PCS - Middle School
Yes	146	E.L. Haynes PCS - Middle School
All	1125	Eagle Academy PCS - Capitol Riverfront
Yes	1125	Eagle Academy PCS - Capitol Riverfront
Male	1125	Eagle Academy PCS - Capitol Riverfront
03	1125	Eagle Academy PCS - Capitol Riverfront
Yes	1125	Eagle Academy PCS - Capitol Riverfront
Yes	1125	Eagle Academy PCS - Capitol Riverfront
Yes	1125	Eagle Academy PCS - Capitol Riverfront
All	195	Eagle Academy PCS - Congress Heights
Yes	195	Eagle Academy PCS - Congress Heights
Male	195	Eagle Academy PCS - Congress Heights
Female	195	Eagle Academy PCS - Congress Heights
01	195	Eagle Academy PCS - Congress Heights
02	195	Eagle Academy PCS - Congress Heights
03	195	Eagle Academy PCS - Congress Heights
Yes	195	Eagle Academy PCS - Congress Heights
Yes	195	Eagle Academy PCS - Congress Heights
All	138	Early Childhood Academy PCS
Yes	138	Early Childhood Academy PCS
Male	138	Early Childhood Academy PCS
Female	138	Early Childhood Academy PCS
KG	138	Early Childhood Academy PCS
02	138	Early Childhood Academy PCS
03	138	Early Childhood Academy PCS
Yes	138	Early Childhood Academy PCS
Yes	138	Early Childhood Academy PCS
All	457	Eastern High School
Yes	457	Eastern High School
Yes	457	Eastern High School
Male	457	Eastern High School
Female	457	Eastern High School
09	457	Eastern High School
10	457	Eastern High School
11	457	Eastern High School
12	457	Eastern High School

Yes	457	Eastern High School
Yes	457	Eastern High School
All	407	Eliot-Hine Middle School
Yes	407	Eliot-Hine Middle School
Yes	407	Eliot-Hine Middle School
Yes	407	Eliot-Hine Middle School
Male	407	Eliot-Hine Middle School
Female	407	Eliot-Hine Middle School
06	407	Eliot-Hine Middle School
07	407	Eliot-Hine Middle School
08	407	Eliot-Hine Middle School
Yes	407	Eliot-Hine Middle School
Yes	407	Eliot-Hine Middle School
All	159	Elsie Whitlow Stokes Community Freedom PCS - Brookland
Yes	159	Elsie Whitlow Stokes Community Freedom PCS - Brookland
Yes	159	Elsie Whitlow Stokes Community Freedom PCS - Brookland
Male	159	Elsie Whitlow Stokes Community Freedom PCS - Brookland
Female	159	Elsie Whitlow Stokes Community Freedom PCS - Brookland
KG	159	Elsie Whitlow Stokes Community Freedom PCS - Brookland
01	159	Elsie Whitlow Stokes Community Freedom PCS - Brookland
02	159	Elsie Whitlow Stokes Community Freedom PCS - Brookland
04	159	Elsie Whitlow Stokes Community Freedom PCS - Brookland
05	159	Elsie Whitlow Stokes Community Freedom PCS - Brookland
Yes	159	Elsie Whitlow Stokes Community Freedom PCS - Brookland
Yes	159	Elsie Whitlow Stokes Community Freedom PCS - Brookland
Yes	159	Elsie Whitlow Stokes Community Freedom PCS - Brookland
All	318	Excel Academy
Yes	318	Excel Academy
Female	318	Excel Academy
02	318	Excel Academy
03	318	Excel Academy
05	318	Excel Academy
06	318	Excel Academy
07	318	Excel Academy
08	318	Excel Academy
Yes	318	Excel Academy
Yes	318	Excel Academy
All	269	Friendship PCS - Armstrong
Yes	269	Friendship PCS - Armstrong
Male	269	Friendship PCS - Armstrong
Female	269	Friendship PCS - Armstrong
02	269	Friendship PCS - Armstrong
04	269	Friendship PCS - Armstrong
05	269	Friendship PCS - Armstrong
Yes	269	Friendship PCS - Armstrong
Yes	269	Friendship PCS - Armstrong
All	361	Friendship PCS - Blow Pierce Elementary School

Yes	361	Friendship PCS - Blow Pierce Elementary School
Male	361	Friendship PCS - Blow Pierce Elementary School
Female	361	Friendship PCS - Blow Pierce Elementary School
01	361	Friendship PCS - Blow Pierce Elementary School
02	361	Friendship PCS - Blow Pierce Elementary School
03	361	Friendship PCS - Blow Pierce Elementary School
Yes	361	Friendship PCS - Blow Pierce Elementary School
Yes	361	Friendship PCS - Blow Pierce Elementary School
All	362	Friendship PCS - Blow Pierce Middle School
Yes	362	Friendship PCS - Blow Pierce Middle School
Male	362	Friendship PCS - Blow Pierce Middle School
Female	362	Friendship PCS - Blow Pierce Middle School
04	362	Friendship PCS - Blow Pierce Middle School
05	362	Friendship PCS - Blow Pierce Middle School
06	362	Friendship PCS - Blow Pierce Middle School
07	362	Friendship PCS - Blow Pierce Middle School
08	362	Friendship PCS - Blow Pierce Middle School
Yes	362	Friendship PCS - Blow Pierce Middle School
Yes	362	Friendship PCS - Blow Pierce Middle School
All	363	Friendship PCS - Chamberlain Elementary School
Yes	363	Friendship PCS - Chamberlain Elementary School
Male	363	Friendship PCS - Chamberlain Elementary School
Female	363	Friendship PCS - Chamberlain Elementary School
03	363	Friendship PCS - Chamberlain Elementary School
Yes	363	Friendship PCS - Chamberlain Elementary School
Yes	363	Friendship PCS - Chamberlain Elementary School
All	364	Friendship PCS - Chamberlain Middle School
Yes	364	Friendship PCS - Chamberlain Middle School
Male	364	Friendship PCS - Chamberlain Middle School
Female	364	Friendship PCS - Chamberlain Middle School
04	364	Friendship PCS - Chamberlain Middle School
06	364	Friendship PCS - Chamberlain Middle School
07	364	Friendship PCS - Chamberlain Middle School
08	364	Friendship PCS - Chamberlain Middle School
Yes	364	Friendship PCS - Chamberlain Middle School
Yes	364	Friendship PCS - Chamberlain Middle School
All	186	Friendship PCS - Collegiate Academy
Yes	186	Friendship PCS - Collegiate Academy
Yes	186	Friendship PCS - Collegiate Academy
Male	186	Friendship PCS - Collegiate Academy
Female	186	Friendship PCS - Collegiate Academy
09	186	Friendship PCS - Collegiate Academy
10	186	Friendship PCS - Collegiate Academy
11	186	Friendship PCS - Collegiate Academy
12	186	Friendship PCS - Collegiate Academy
Yes	186	Friendship PCS - Collegiate Academy
Yes	186	Friendship PCS - Collegiate Academy

Yes	186	Friendship PCS - Collegiate Academy
All	113	Friendship PCS - Southeast Elementary School
Yes	113	Friendship PCS - Southeast Elementary School
Male	113	Friendship PCS - Southeast Elementary School
KG	113	Friendship PCS - Southeast Elementary School
02	113	Friendship PCS - Southeast Elementary School
Yes	113	Friendship PCS - Southeast Elementary School
Yes	113	Friendship PCS - Southeast Elementary School
All	1057	Friendship PCS - Southeast Middle School
Yes	1057	Friendship PCS - Southeast Middle School
Male	1057	Friendship PCS - Southeast Middle School
05	1057	Friendship PCS - Southeast Middle School
Yes	1057	Friendship PCS - Southeast Middle School
Yes	1057	Friendship PCS - Southeast Middle School
All	1164	Friendship PCS - Technology Preparatory High School
Yes	1164	Friendship PCS - Technology Preparatory High School
Male	1164	Friendship PCS - Technology Preparatory High School
Female	1164	Friendship PCS - Technology Preparatory High School
09	1164	Friendship PCS - Technology Preparatory High School
10	1164	Friendship PCS - Technology Preparatory High School
11	1164	Friendship PCS - Technology Preparatory High School
12	1164	Friendship PCS - Technology Preparatory High School
Yes	1164	Friendship PCS - Technology Preparatory High School
Yes	1164	Friendship PCS - Technology Preparatory High School
All	1124	Friendship PCS - Technology Preparatory Middle School
Yes	1124	Friendship PCS - Technology Preparatory Middle School
Male	1124	Friendship PCS - Technology Preparatory Middle School
Female	1124	Friendship PCS - Technology Preparatory Middle School
07	1124	Friendship PCS - Technology Preparatory Middle School
Yes	1124	Friendship PCS - Technology Preparatory Middle School
Yes	1124	Friendship PCS - Technology Preparatory Middle School
All	365	Friendship PCS - Woodridge Elementary School
Yes	365	Friendship PCS - Woodridge Elementary School
Male	365	Friendship PCS - Woodridge Elementary School
Female	365	Friendship PCS - Woodridge Elementary School
01	365	Friendship PCS - Woodridge Elementary School
02	365	Friendship PCS - Woodridge Elementary School
Yes	365	Friendship PCS - Woodridge Elementary School
Yes	365	Friendship PCS - Woodridge Elementary School
All	366	Friendship PCS - Woodridge Middle School
Yes	366	Friendship PCS - Woodridge Middle School
Male	366	Friendship PCS - Woodridge Middle School
Female	366	Friendship PCS - Woodridge Middle School
04	366	Friendship PCS - Woodridge Middle School
05	366	Friendship PCS - Woodridge Middle School
06	366	Friendship PCS - Woodridge Middle School
07	366	Friendship PCS - Woodridge Middle School

08	366	Friendship PCS - Woodridge Middle School
Yes	366	Friendship PCS - Woodridge Middle School
Yes	366	Friendship PCS - Woodridge Middle School
All	238	Garfield Elementary School
Yes	238	Garfield Elementary School
Male	238	Garfield Elementary School
Female	238	Garfield Elementary School
01	238	Garfield Elementary School
02	238	Garfield Elementary School
03	238	Garfield Elementary School
04	238	Garfield Elementary School
05	238	Garfield Elementary School
Yes	238	Garfield Elementary School
Yes	238	Garfield Elementary School
All	239	Garrison Elementary School
Yes	239	Garrison Elementary School
Yes	239	Garrison Elementary School
Male	239	Garrison Elementary School
02	239	Garrison Elementary School
04	239	Garrison Elementary School
05	239	Garrison Elementary School
Yes	239	Garrison Elementary School
Yes	239	Garrison Elementary School
Yes	239	Garrison Elementary School
All	297	Goodwill Excel Center PCS
Yes	297	Goodwill Excel Center PCS
Male	297	Goodwill Excel Center PCS
Female	297	Goodwill Excel Center PCS
09	297	Goodwill Excel Center PCS
12	297	Goodwill Excel Center PCS
Yes	297	Goodwill Excel Center PCS
Yes	297	Goodwill Excel Center PCS
All	464	H.D. Woodson High School
Yes	464	H.D. Woodson High School
Yes	464	H.D. Woodson High School
Male	464	H.D. Woodson High School
Female	464	H.D. Woodson High School
09	464	H.D. Woodson High School
10	464	H.D. Woodson High School
11	464	H.D. Woodson High School
12	464	H.D. Woodson High School
Yes	464	H.D. Woodson High School
Yes	464	H.D. Woodson High School
All	246	Hardy Middle School
Yes	246	Hardy Middle School
Yes	246	Hardy Middle School
Yes	246	Hardy Middle School

Male	246	Hardy Middle School
Female	246	Hardy Middle School
06	246	Hardy Middle School
07	246	Hardy Middle School
08	246	Hardy Middle School
Yes	246	Hardy Middle School
Yes	246	Hardy Middle School
All	245	Harmony DC PCS - School of Excellence
Yes	245	Harmony DC PCS - School of Excellence
Yes	245	Harmony DC PCS - School of Excellence
Male	245	Harmony DC PCS - School of Excellence
Female	245	Harmony DC PCS - School of Excellence
KG	245	Harmony DC PCS - School of Excellence
02	245	Harmony DC PCS - School of Excellence
03	245	Harmony DC PCS - School of Excellence
04	245	Harmony DC PCS - School of Excellence
Yes	245	Harmony DC PCS - School of Excellence
Yes	245	Harmony DC PCS - School of Excellence
All	413	Hart Middle School
Yes	413	Hart Middle School
Male	413	Hart Middle School
Female	413	Hart Middle School
06	413	Hart Middle School
07	413	Hart Middle School
08	413	Hart Middle School
Yes	413	Hart Middle School
Yes	413	Hart Middle School
All	258	Hearst Elementary School
Yes	258	Hearst Elementary School
Male	258	Hearst Elementary School
04	258	Hearst Elementary School
Yes	258	Hearst Elementary School
Yes	258	Hearst Elementary School
All	249	Hendley Elementary School
Yes	249	Hendley Elementary School
Male	249	Hendley Elementary School
Female	249	Hendley Elementary School
01	249	Hendley Elementary School
02	249	Hendley Elementary School
03	249	Hendley Elementary School
04	249	Hendley Elementary School
05	249	Hendley Elementary School
Yes	249	Hendley Elementary School
Yes	249	Hendley Elementary School
Yes	249	Hendley Elementary School
All	131	Hope Community PCS - Lamond
Yes	131	Hope Community PCS - Lamond

Male	131	Hope Community PCS - Lamond
01	131	Hope Community PCS - Lamond
Yes	131	Hope Community PCS - Lamond
All	114	Hope Community PCS - Tolson
Yes	114	Hope Community PCS - Tolson
Male	114	Hope Community PCS - Tolson
Female	114	Hope Community PCS - Tolson
02	114	Hope Community PCS - Tolson
04	114	Hope Community PCS - Tolson
05	114	Hope Community PCS - Tolson
06	114	Hope Community PCS - Tolson
07	114	Hope Community PCS - Tolson
Yes	114	Hope Community PCS - Tolson
Yes	114	Hope Community PCS - Tolson
All	251	Houston Elementary School
Yes	251	Houston Elementary School
Male	251	Houston Elementary School
01	251	Houston Elementary School
03	251	Houston Elementary School
Yes	251	Houston Elementary School
Yes	251	Houston Elementary School
All	115	Howard University Middle School of Mathematics and Science PCS
Yes	115	Howard University Middle School of Mathematics and Science PCS
Yes	115	Howard University Middle School of Mathematics and Science PCS
Male	115	Howard University Middle School of Mathematics and Science PCS
Female	115	Howard University Middle School of Mathematics and Science PCS
06	115	Howard University Middle School of Mathematics and Science PCS
07	115	Howard University Middle School of Mathematics and Science PCS
08	115	Howard University Middle School of Mathematics and Science PCS
Yes	115	Howard University Middle School of Mathematics and Science PCS
Yes	115	Howard University Middle School of Mathematics and Science PCS
All	252	Hyde-Addison Elementary School @ Meyer
Yes	252	Hyde-Addison Elementary School @ Meyer
Yes	252	Hyde-Addison Elementary School @ Meyer
Male	252	Hyde-Addison Elementary School @ Meyer
Female	252	Hyde-Addison Elementary School @ Meyer
03	252	Hyde-Addison Elementary School @ Meyer
05	252	Hyde-Addison Elementary School @ Meyer
Yes	252	Hyde-Addison Elementary School @ Meyer
Yes	252	Hyde-Addison Elementary School @ Meyer
All	163	IDEA PCS
Yes	163	IDEA PCS
Male	163	IDEA PCS
Female	163	IDEA PCS
09	163	IDEA PCS
10	163	IDEA PCS
11	163	IDEA PCS

12	163	IDEA PCS
Yes	163	IDEA PCS
Yes	163	IDEA PCS
All	134	Ideal Academy PCS
Yes	134	Ideal Academy PCS
Male	134	Ideal Academy PCS
Female	134	Ideal Academy PCS
KG	134	Ideal Academy PCS
01	134	Ideal Academy PCS
02	134	Ideal Academy PCS
05	134	Ideal Academy PCS
06	134	Ideal Academy PCS
07	134	Ideal Academy PCS
08	134	Ideal Academy PCS
Yes	134	Ideal Academy PCS
Yes	134	Ideal Academy PCS
All	200	Ingenuity Prep PCS
Yes	200	Ingenuity Prep PCS
Male	200	Ingenuity Prep PCS
Female	200	Ingenuity Prep PCS
KG	200	Ingenuity Prep PCS
01	200	Ingenuity Prep PCS
02	200	Ingenuity Prep PCS
03	200	Ingenuity Prep PCS
04	200	Ingenuity Prep PCS
05	200	Ingenuity Prep PCS
Yes	200	Ingenuity Prep PCS
Yes	200	Ingenuity Prep PCS
All	3064	Inspired Teaching Demonstration PCS
Yes	3064	Inspired Teaching Demonstration PCS
Yes	3064	Inspired Teaching Demonstration PCS
Yes	3064	Inspired Teaching Demonstration PCS
Male	3064	Inspired Teaching Demonstration PCS
Female	3064	Inspired Teaching Demonstration PCS
03	3064	Inspired Teaching Demonstration PCS
05	3064	Inspired Teaching Demonstration PCS
06	3064	Inspired Teaching Demonstration PCS
07	3064	Inspired Teaching Demonstration PCS
08	3064	Inspired Teaching Demonstration PCS
Yes	3064	Inspired Teaching Demonstration PCS
Yes	3064	Inspired Teaching Demonstration PCS
Yes	3064	Inspired Teaching Demonstration PCS
All	339	J.O. Wilson Elementary School
Yes	339	J.O. Wilson Elementary School
Yes	339	J.O. Wilson Elementary School
Male	339	J.O. Wilson Elementary School
Female	339	J.O. Wilson Elementary School

01	339	J.O. Wilson Elementary School
02	339	J.O. Wilson Elementary School
04	339	J.O. Wilson Elementary School
Yes	339	J.O. Wilson Elementary School
Yes	339	J.O. Wilson Elementary School
All	254	Janney Elementary School
Yes	254	Janney Elementary School
Yes	254	Janney Elementary School
Male	254	Janney Elementary School
02	254	Janney Elementary School
03	254	Janney Elementary School
Yes	254	Janney Elementary School
All	433	Jefferson Middle School Academy
Yes	433	Jefferson Middle School Academy
Yes	433	Jefferson Middle School Academy
Yes	433	Jefferson Middle School Academy
Male	433	Jefferson Middle School Academy
Female	433	Jefferson Middle School Academy
06	433	Jefferson Middle School Academy
07	433	Jefferson Middle School Academy
08	433	Jefferson Middle School Academy
Yes	433	Jefferson Middle School Academy
Yes	433	Jefferson Middle School Academy
All	416	Johnson Middle School
Yes	416	Johnson Middle School
Yes	416	Johnson Middle School
Male	416	Johnson Middle School
Female	416	Johnson Middle School
06	416	Johnson Middle School
07	416	Johnson Middle School
08	416	Johnson Middle School
Yes	416	Johnson Middle School
Yes	416	Johnson Middle School
All	116	KIPP DC - AIM Academy PCS
Yes	116	KIPP DC - AIM Academy PCS
Male	116	KIPP DC - AIM Academy PCS
Female	116	KIPP DC - AIM Academy PCS
05	116	KIPP DC - AIM Academy PCS
06	116	KIPP DC - AIM Academy PCS
07	116	KIPP DC - AIM Academy PCS
08	116	KIPP DC - AIM Academy PCS
Yes	116	KIPP DC - AIM Academy PCS
Yes	116	KIPP DC - AIM Academy PCS
All	236	KIPP DC - Arts and Technology Academy PCS
Yes	236	KIPP DC - Arts and Technology Academy PCS
Male	236	KIPP DC - Arts and Technology Academy PCS
KG	236	KIPP DC - Arts and Technology Academy PCS

Yes	236	KIPP DC - Arts and Technology Academy PCS
All	1123	KIPP DC - College Preparatory Academy PCS
Yes	1123	KIPP DC - College Preparatory Academy PCS
Male	1123	KIPP DC - College Preparatory Academy PCS
Female	1123	KIPP DC - College Preparatory Academy PCS
09	1123	KIPP DC - College Preparatory Academy PCS
10	1123	KIPP DC - College Preparatory Academy PCS
11	1123	KIPP DC - College Preparatory Academy PCS
12	1123	KIPP DC - College Preparatory Academy PCS
Yes	1123	KIPP DC - College Preparatory Academy PCS
Yes	1123	KIPP DC - College Preparatory Academy PCS
Yes	1123	KIPP DC - College Preparatory Academy PCS
All	209	KIPP DC - Connect Academy PCS
Yes	209	KIPP DC - Connect Academy PCS
Male	209	KIPP DC - Connect Academy PCS
KG	209	KIPP DC - Connect Academy PCS
Yes	209	KIPP DC - Connect Academy PCS
All	3071	KIPP DC - Heights Academy PCS
Yes	3071	KIPP DC - Heights Academy PCS
Yes	3071	KIPP DC - Heights Academy PCS
Male	3071	KIPP DC - Heights Academy PCS
Female	3071	KIPP DC - Heights Academy PCS
01	3071	KIPP DC - Heights Academy PCS
02	3071	KIPP DC - Heights Academy PCS
03	3071	KIPP DC - Heights Academy PCS
04	3071	KIPP DC - Heights Academy PCS
Yes	3071	KIPP DC - Heights Academy PCS
Yes	3071	KIPP DC - Heights Academy PCS
All	189	KIPP DC - KEY Academy PCS
Yes	189	KIPP DC - KEY Academy PCS
Male	189	KIPP DC - KEY Academy PCS
Female	189	KIPP DC - KEY Academy PCS
05	189	KIPP DC - KEY Academy PCS
06	189	KIPP DC - KEY Academy PCS
07	189	KIPP DC - KEY Academy PCS
08	189	KIPP DC - KEY Academy PCS
Yes	189	KIPP DC - KEY Academy PCS
Yes	189	KIPP DC - KEY Academy PCS
All	190	KIPP DC - Lead Academy PCS
Yes	190	KIPP DC - Lead Academy PCS
Male	190	KIPP DC - Lead Academy PCS
Female	190	KIPP DC - Lead Academy PCS
01	190	KIPP DC - Lead Academy PCS
02	190	KIPP DC - Lead Academy PCS
03	190	KIPP DC - Lead Academy PCS
04	190	KIPP DC - Lead Academy PCS
Yes	190	KIPP DC - Lead Academy PCS

Yes	190	KIPP DC - Lead Academy PCS
All	242	KIPP DC - Northeast Academy PCS
Yes	242	KIPP DC - Northeast Academy PCS
Male	242	KIPP DC - Northeast Academy PCS
Female	242	KIPP DC - Northeast Academy PCS
05	242	KIPP DC - Northeast Academy PCS
06	242	KIPP DC - Northeast Academy PCS
07	242	KIPP DC - Northeast Academy PCS
08	242	KIPP DC - Northeast Academy PCS
Yes	242	KIPP DC - Northeast Academy PCS
Yes	242	KIPP DC - Northeast Academy PCS
All	1121	KIPP DC - Promise Academy PCS
Yes	1121	KIPP DC - Promise Academy PCS
Male	1121	KIPP DC - Promise Academy PCS
Female	1121	KIPP DC - Promise Academy PCS
KG	1121	KIPP DC - Promise Academy PCS
01	1121	KIPP DC - Promise Academy PCS
02	1121	KIPP DC - Promise Academy PCS
03	1121	KIPP DC - Promise Academy PCS
04	1121	KIPP DC - Promise Academy PCS
Yes	1121	KIPP DC - Promise Academy PCS
Yes	1121	KIPP DC - Promise Academy PCS
All	237	KIPP DC - Quest Academy PCS
Yes	237	KIPP DC - Quest Academy PCS
Male	237	KIPP DC - Quest Academy PCS
Female	237	KIPP DC - Quest Academy PCS
01	237	KIPP DC - Quest Academy PCS
02	237	KIPP DC - Quest Academy PCS
03	237	KIPP DC - Quest Academy PCS
04	237	KIPP DC - Quest Academy PCS
Yes	237	KIPP DC - Quest Academy PCS
Yes	237	KIPP DC - Quest Academy PCS
All	214	KIPP DC - Spring Academy PCS
Yes	214	KIPP DC - Spring Academy PCS
Male	214	KIPP DC - Spring Academy PCS
Female	214	KIPP DC - Spring Academy PCS
01	214	KIPP DC - Spring Academy PCS
02	214	KIPP DC - Spring Academy PCS
03	214	KIPP DC - Spring Academy PCS
04	214	KIPP DC - Spring Academy PCS
Yes	214	KIPP DC - Spring Academy PCS
Yes	214	KIPP DC - Spring Academy PCS
All	243	KIPP DC - Valor Academy PCS
Yes	243	KIPP DC - Valor Academy PCS
Male	243	KIPP DC - Valor Academy PCS
Female	243	KIPP DC - Valor Academy PCS
05	243	KIPP DC - Valor Academy PCS

06	243	KIPP DC - Valor Academy PCS
07	243	KIPP DC - Valor Academy PCS
08	243	KIPP DC - Valor Academy PCS
Yes	243	KIPP DC - Valor Academy PCS
Yes	243	KIPP DC - Valor Academy PCS
All	121	KIPP DC - WILL Academy PCS
Yes	121	KIPP DC - WILL Academy PCS
Male	121	KIPP DC - WILL Academy PCS
Female	121	KIPP DC - WILL Academy PCS
05	121	KIPP DC - WILL Academy PCS
06	121	KIPP DC - WILL Academy PCS
07	121	KIPP DC - WILL Academy PCS
08	121	KIPP DC - WILL Academy PCS
Yes	121	KIPP DC - WILL Academy PCS
Yes	121	KIPP DC - WILL Academy PCS
All	421	Kelly Miller Middle School
Yes	421	Kelly Miller Middle School
Yes	421	Kelly Miller Middle School
Male	421	Kelly Miller Middle School
Female	421	Kelly Miller Middle School
06	421	Kelly Miller Middle School
07	421	Kelly Miller Middle School
08	421	Kelly Miller Middle School
Yes	421	Kelly Miller Middle School
Yes	421	Kelly Miller Middle School
Yes	421	Kelly Miller Middle School
All	257	Ketcham Elementary School
Yes	257	Ketcham Elementary School
Male	257	Ketcham Elementary School
Female	257	Ketcham Elementary School
KG	257	Ketcham Elementary School
02	257	Ketcham Elementary School
03	257	Ketcham Elementary School
04	257	Ketcham Elementary School
05	257	Ketcham Elementary School
Yes	257	Ketcham Elementary School
Yes	257	Ketcham Elementary School
All	272	Key Elementary School
Yes	272	Key Elementary School
Yes	272	Key Elementary School
Male	272	Key Elementary School
Female	272	Key Elementary School
01	272	Key Elementary School
03	272	Key Elementary School
Yes	272	Key Elementary School
Yes	272	Key Elementary School
All	259	Kimball Elementary School @ Davis

Yes	259	Kimball Elementary School @ Davis
Male	259	Kimball Elementary School @ Davis
Female	259	Kimball Elementary School @ Davis
01	259	Kimball Elementary School @ Davis
02	259	Kimball Elementary School @ Davis
03	259	Kimball Elementary School @ Davis
04	259	Kimball Elementary School @ Davis
05	259	Kimball Elementary School @ Davis
Yes	259	Kimball Elementary School @ Davis
Yes	259	Kimball Elementary School @ Davis
All	344	King Elementary School
Yes	344	King Elementary School
Male	344	King Elementary School
Female	344	King Elementary School
01	344	King Elementary School
02	344	King Elementary School
04	344	King Elementary School
05	344	King Elementary School
Yes	344	King Elementary School
Yes	344	King Elementary School
All	267	Kingsman Academy PCS
Yes	267	Kingsman Academy PCS
Male	267	Kingsman Academy PCS
Female	267	Kingsman Academy PCS
08	267	Kingsman Academy PCS
09	267	Kingsman Academy PCS
10	267	Kingsman Academy PCS
Yes	267	Kingsman Academy PCS
Yes	267	Kingsman Academy PCS
All	417	Kramer Middle School
Yes	417	Kramer Middle School
Male	417	Kramer Middle School
Female	417	Kramer Middle School
06	417	Kramer Middle School
07	417	Kramer Middle School
08	417	Kramer Middle School
Yes	417	Kramer Middle School
Yes	417	Kramer Middle School
All	264	LaSalle-Backus Education Campus
Yes	264	LaSalle-Backus Education Campus
Yes	264	LaSalle-Backus Education Campus
Male	264	LaSalle-Backus Education Campus
Female	264	LaSalle-Backus Education Campus
04	264	LaSalle-Backus Education Campus
06	264	LaSalle-Backus Education Campus
07	264	LaSalle-Backus Education Campus
08	264	LaSalle-Backus Education Campus

Yes	264	LaSalle-Backus Education Campus
Yes	264	LaSalle-Backus Education Campus
Yes	264	LaSalle-Backus Education Campus
All	261	Lafayette Elementary School
Yes	261	Lafayette Elementary School
Yes	261	Lafayette Elementary School
Male	261	Lafayette Elementary School
Female	261	Lafayette Elementary School
03	261	Lafayette Elementary School
04	261	Lafayette Elementary School
05	261	Lafayette Elementary School
Yes	261	Lafayette Elementary School
Yes	261	Lafayette Elementary School
All	262	Langdon Elementary School
Yes	262	Langdon Elementary School
Male	262	Langdon Elementary School
02	262	Langdon Elementary School
Yes	262	Langdon Elementary School
Yes	262	Langdon Elementary School
All	370	Langley Elementary School
Yes	370	Langley Elementary School
Male	370	Langley Elementary School
Female	370	Langley Elementary School
KG	370	Langley Elementary School
01	370	Langley Elementary School
02	370	Langley Elementary School
03	370	Langley Elementary School
04	370	Langley Elementary School
05	370	Langley Elementary School
Yes	370	Langley Elementary School
Yes	370	Langley Elementary School
Yes	370	Langley Elementary School
All	291	Lawrence E. Boone Elementary School
Yes	291	Lawrence E. Boone Elementary School
Male	291	Lawrence E. Boone Elementary School
Female	291	Lawrence E. Boone Elementary School
04	291	Lawrence E. Boone Elementary School
05	291	Lawrence E. Boone Elementary School
Yes	291	Lawrence E. Boone Elementary School
Yes	291	Lawrence E. Boone Elementary School
All	266	Leckie Education Campus
Yes	266	Leckie Education Campus
Yes	266	Leckie Education Campus
Male	266	Leckie Education Campus
Female	266	Leckie Education Campus
01	266	Leckie Education Campus
03	266	Leckie Education Campus

04	266	Leckie Education Campus
05	266	Leckie Education Campus
06	266	Leckie Education Campus
07	266	Leckie Education Campus
08	266	Leckie Education Campus
Yes	266	Leckie Education Campus
Yes	266	Leckie Education Campus
All	228	Lee Montessori PCS
Yes	228	Lee Montessori PCS
Male	228	Lee Montessori PCS
PK4	228	Lee Montessori PCS
All	271	Ludlow-Taylor Elementary School
Yes	271	Ludlow-Taylor Elementary School
Male	271	Ludlow-Taylor Elementary School
05	271	Ludlow-Taylor Elementary School
Yes	271	Ludlow-Taylor Elementary School
Yes	271	Ludlow-Taylor Elementary School
All	884	Luke C. Moore High School
Yes	884	Luke C. Moore High School
Yes	884	Luke C. Moore High School
Male	884	Luke C. Moore High School
Female	884	Luke C. Moore High School
09	884	Luke C. Moore High School
10	884	Luke C. Moore High School
11	884	Luke C. Moore High School
12	884	Luke C. Moore High School
Yes	884	Luke C. Moore High School
Yes	884	Luke C. Moore High School
All	420	MacFarland Middle School
Yes	420	MacFarland Middle School
Yes	420	MacFarland Middle School
Male	420	MacFarland Middle School
Female	420	MacFarland Middle School
06	420	MacFarland Middle School
07	420	MacFarland Middle School
08	420	MacFarland Middle School
Yes	420	MacFarland Middle School
Yes	420	MacFarland Middle School
Yes	420	MacFarland Middle School
All	308	Malcolm X Elementary School @ Green
Yes	308	Malcolm X Elementary School @ Green
Male	308	Malcolm X Elementary School @ Green
Female	308	Malcolm X Elementary School @ Green
KG	308	Malcolm X Elementary School @ Green
01	308	Malcolm X Elementary School @ Green
02	308	Malcolm X Elementary School @ Green
03	308	Malcolm X Elementary School @ Green

04	308	Malcolm X Elementary School @ Green
05	308	Malcolm X Elementary School @ Green
Yes	308	Malcolm X Elementary School @ Green
Yes	308	Malcolm X Elementary School @ Green
All	284	Marie Reed Elementary School
Yes	284	Marie Reed Elementary School
Yes	284	Marie Reed Elementary School
Male	284	Marie Reed Elementary School
02	284	Marie Reed Elementary School
03	284	Marie Reed Elementary School
04	284	Marie Reed Elementary School
05	284	Marie Reed Elementary School
Yes	284	Marie Reed Elementary School
Yes	284	Marie Reed Elementary School
Yes	284	Marie Reed Elementary School
All	135	Mary McLeod Bethune Day Academy PCS
Yes	135	Mary McLeod Bethune Day Academy PCS
Male	135	Mary McLeod Bethune Day Academy PCS
Female	135	Mary McLeod Bethune Day Academy PCS
02	135	Mary McLeod Bethune Day Academy PCS
04	135	Mary McLeod Bethune Day Academy PCS
05	135	Mary McLeod Bethune Day Academy PCS
06	135	Mary McLeod Bethune Day Academy PCS
07	135	Mary McLeod Bethune Day Academy PCS
08	135	Mary McLeod Bethune Day Academy PCS
Yes	135	Mary McLeod Bethune Day Academy PCS
Yes	135	Mary McLeod Bethune Day Academy PCS
All	274	Maury Elementary School @ Eliot-Hine
Yes	274	Maury Elementary School @ Eliot-Hine
Male	274	Maury Elementary School @ Eliot-Hine
03	274	Maury Elementary School @ Eliot-Hine
All	101	Maya Angelou PCS - High School
Yes	101	Maya Angelou PCS - High School
Yes	101	Maya Angelou PCS - High School
Male	101	Maya Angelou PCS - High School
Female	101	Maya Angelou PCS - High School
09	101	Maya Angelou PCS - High School
10	101	Maya Angelou PCS - High School
11	101	Maya Angelou PCS - High School
12	101	Maya Angelou PCS - High School
Yes	101	Maya Angelou PCS - High School
Yes	101	Maya Angelou PCS - High School
All	137	Maya Angelou PCS - Young Adult Learning Center
Yes	137	Maya Angelou PCS - Young Adult Learning Center
Male	137	Maya Angelou PCS - Young Adult Learning Center
Female	137	Maya Angelou PCS - Young Adult Learning Center
AO	137	Maya Angelou PCS - Young Adult Learning Center

Yes	137	Maya Angelou PCS - Young Adult Learning Center
Yes	137	Maya Angelou PCS - Young Adult Learning Center
All	435	McKinley Middle School
Yes	435	McKinley Middle School
Yes	435	McKinley Middle School
Male	435	McKinley Middle School
Female	435	McKinley Middle School
06	435	McKinley Middle School
07	435	McKinley Middle School
08	435	McKinley Middle School
Yes	435	McKinley Middle School
Yes	435	McKinley Middle School
Yes	435	McKinley Middle School
All	458	McKinley Technology High School
Yes	458	McKinley Technology High School
Yes	458	McKinley Technology High School
Yes	458	McKinley Technology High School
Male	458	McKinley Technology High School
Female	458	McKinley Technology High School
09	458	McKinley Technology High School
10	458	McKinley Technology High School
11	458	McKinley Technology High School
12	458	McKinley Technology High School
Yes	458	McKinley Technology High School
Yes	458	McKinley Technology High School
Yes	458	McKinley Technology High School
All	165	Meridian PCS
Yes	165	Meridian PCS
Yes	165	Meridian PCS
Male	165	Meridian PCS
Female	165	Meridian PCS
KG	165	Meridian PCS
01	165	Meridian PCS
02	165	Meridian PCS
03	165	Meridian PCS
04	165	Meridian PCS
05	165	Meridian PCS
06	165	Meridian PCS
07	165	Meridian PCS
08	165	Meridian PCS
Yes	165	Meridian PCS
Yes	165	Meridian PCS
Yes	165	Meridian PCS
All	280	Miner Elementary School
Yes	280	Miner Elementary School
Male	280	Miner Elementary School
Female	280	Miner Elementary School

01	280	Miner Elementary School
02	280	Miner Elementary School
03	280	Miner Elementary School
04	280	Miner Elementary School
05	280	Miner Elementary School
Yes	280	Miner Elementary School
Yes	280	Miner Elementary School
All	260	Monument Academy PCS
Yes	260	Monument Academy PCS
Yes	260	Monument Academy PCS
Male	260	Monument Academy PCS
Female	260	Monument Academy PCS
05	260	Monument Academy PCS
06	260	Monument Academy PCS
07	260	Monument Academy PCS
08	260	Monument Academy PCS
Yes	260	Monument Academy PCS
Yes	260	Monument Academy PCS
All	285	Moten Elementary School
Yes	285	Moten Elementary School
Male	285	Moten Elementary School
Female	285	Moten Elementary School
01	285	Moten Elementary School
02	285	Moten Elementary School
03	285	Moten Elementary School
04	285	Moten Elementary School
05	285	Moten Elementary School
Yes	285	Moten Elementary School
Yes	285	Moten Elementary School
All	287	Murch Elementary School
Yes	287	Murch Elementary School
Yes	287	Murch Elementary School
Male	287	Murch Elementary School
03	287	Murch Elementary School
05	287	Murch Elementary School
Yes	287	Murch Elementary School
All	288	Nalle Elementary School
Yes	288	Nalle Elementary School
Male	288	Nalle Elementary School
Female	288	Nalle Elementary School
02	288	Nalle Elementary School
04	288	Nalle Elementary School
05	288	Nalle Elementary School
Yes	288	Nalle Elementary School
Yes	288	Nalle Elementary School
All	1120	National Collegiate Preparatory PCHS
Yes	1120	National Collegiate Preparatory PCHS

Male	1120	National Collegiate Preparatory PCHS
Female	1120	National Collegiate Preparatory PCHS
09	1120	National Collegiate Preparatory PCHS
10	1120	National Collegiate Preparatory PCHS
11	1120	National Collegiate Preparatory PCHS
Yes	1120	National Collegiate Preparatory PCHS
Yes	1120	National Collegiate Preparatory PCHS
All	290	Noyes Elementary School
Yes	290	Noyes Elementary School
Yes	290	Noyes Elementary School
Male	290	Noyes Elementary School
Female	290	Noyes Elementary School
01	290	Noyes Elementary School
02	290	Noyes Elementary School
03	290	Noyes Elementary School
04	290	Noyes Elementary School
05	290	Noyes Elementary School
Yes	290	Noyes Elementary School
Yes	290	Noyes Elementary School
All	292	Oyster-Adams Bilingual School
Yes	292	Oyster-Adams Bilingual School
Yes	292	Oyster-Adams Bilingual School
Yes	292	Oyster-Adams Bilingual School
Male	292	Oyster-Adams Bilingual School
Female	292	Oyster-Adams Bilingual School
KG	292	Oyster-Adams Bilingual School
03	292	Oyster-Adams Bilingual School
06	292	Oyster-Adams Bilingual School
07	292	Oyster-Adams Bilingual School
08	292	Oyster-Adams Bilingual School
Yes	292	Oyster-Adams Bilingual School
Yes	292	Oyster-Adams Bilingual School
All	294	Patterson Elementary School
Yes	294	Patterson Elementary School
Male	294	Patterson Elementary School
Female	294	Patterson Elementary School
KG	294	Patterson Elementary School
01	294	Patterson Elementary School
02	294	Patterson Elementary School
03	294	Patterson Elementary School
04	294	Patterson Elementary School
05	294	Patterson Elementary School
Yes	294	Patterson Elementary School
Yes	294	Patterson Elementary School
All	222	Paul PCS - International High School
Yes	222	Paul PCS - International High School
Yes	222	Paul PCS - International High School

Male	222	Paul PCS - International High School
Female	222	Paul PCS - International High School
09	222	Paul PCS - International High School
10	222	Paul PCS - International High School
11	222	Paul PCS - International High School
12	222	Paul PCS - International High School
Yes	222	Paul PCS - International High School
Yes	222	Paul PCS - International High School
Yes	222	Paul PCS - International High School
All	170	Paul PCS - Middle School
Yes	170	Paul PCS - Middle School
Yes	170	Paul PCS - Middle School
Male	170	Paul PCS - Middle School
Female	170	Paul PCS - Middle School
06	170	Paul PCS - Middle School
07	170	Paul PCS - Middle School
08	170	Paul PCS - Middle School
Yes	170	Paul PCS - Middle School
Yes	170	Paul PCS - Middle School
Yes	170	Paul PCS - Middle School
All	295	Payne Elementary School
Yes	295	Payne Elementary School
Male	295	Payne Elementary School
Female	295	Payne Elementary School
02	295	Payne Elementary School
03	295	Payne Elementary School
04	295	Payne Elementary School
Yes	295	Payne Elementary School
Yes	295	Payne Elementary School
All	478	Phelps Architecture, Construction and Engineering High School
Yes	478	Phelps Architecture, Construction and Engineering High School
Male	478	Phelps Architecture, Construction and Engineering High School
Female	478	Phelps Architecture, Construction and Engineering High School
09	478	Phelps Architecture, Construction and Engineering High School
10	478	Phelps Architecture, Construction and Engineering High School
11	478	Phelps Architecture, Construction and Engineering High School
12	478	Phelps Architecture, Construction and Engineering High School
Yes	478	Phelps Architecture, Construction and Engineering High School
Yes	478	Phelps Architecture, Construction and Engineering High School
Yes	478	Phelps Architecture, Construction and Engineering High School
All	299	Plummer Elementary School
Yes	299	Plummer Elementary School
Male	299	Plummer Elementary School
02	299	Plummer Elementary School
04	299	Plummer Elementary School
05	299	Plummer Elementary School
Yes	299	Plummer Elementary School

Yes	299	Plummer Elementary School
All	300	Powell Elementary School
Yes	300	Powell Elementary School
Yes	300	Powell Elementary School
Male	300	Powell Elementary School
Female	300	Powell Elementary School
01	300	Powell Elementary School
03	300	Powell Elementary School
05	300	Powell Elementary School
Yes	300	Powell Elementary School
Yes	300	Powell Elementary School
Yes	300	Powell Elementary School
All	316	Randle Highlands Elementary School
Yes	316	Randle Highlands Elementary School
Yes	316	Randle Highlands Elementary School
Male	316	Randle Highlands Elementary School
Female	316	Randle Highlands Elementary School
KG	316	Randle Highlands Elementary School
01	316	Randle Highlands Elementary School
02	316	Randle Highlands Elementary School
03	316	Randle Highlands Elementary School
04	316	Randle Highlands Elementary School
05	316	Randle Highlands Elementary School
Yes	316	Randle Highlands Elementary School
Yes	316	Randle Highlands Elementary School
All	302	Raymond Education Campus
Yes	302	Raymond Education Campus
Male	302	Raymond Education Campus
01	302	Raymond Education Campus
03	302	Raymond Education Campus
08	302	Raymond Education Campus
Yes	302	Raymond Education Campus
Yes	302	Raymond Education Campus
All	3067	Richard Wright PCS for Journalism and Media Arts
Yes	3067	Richard Wright PCS for Journalism and Media Arts
Male	3067	Richard Wright PCS for Journalism and Media Arts
Female	3067	Richard Wright PCS for Journalism and Media Arts
08	3067	Richard Wright PCS for Journalism and Media Arts
09	3067	Richard Wright PCS for Journalism and Media Arts
10	3067	Richard Wright PCS for Journalism and Media Arts
11	3067	Richard Wright PCS for Journalism and Media Arts
12	3067	Richard Wright PCS for Journalism and Media Arts
Yes	3067	Richard Wright PCS for Journalism and Media Arts
Yes	3067	Richard Wright PCS for Journalism and Media Arts
All	1016	Rocketship DC PCS - Legacy Prep
Yes	1016	Rocketship DC PCS - Legacy Prep
Male	1016	Rocketship DC PCS - Legacy Prep

Female	1016	Rocketship DC PCS - Legacy Prep
01	1016	Rocketship DC PCS - Legacy Prep
02	1016	Rocketship DC PCS - Legacy Prep
03	1016	Rocketship DC PCS - Legacy Prep
Yes	1016	Rocketship DC PCS - Legacy Prep
Yes	1016	Rocketship DC PCS - Legacy Prep
All	286	Rocketship DC PCS - Rise Academy
Yes	286	Rocketship DC PCS - Rise Academy
Male	286	Rocketship DC PCS - Rise Academy
Female	286	Rocketship DC PCS - Rise Academy
KG	286	Rocketship DC PCS - Rise Academy
01	286	Rocketship DC PCS - Rise Academy
02	286	Rocketship DC PCS - Rise Academy
04	286	Rocketship DC PCS - Rise Academy
Yes	286	Rocketship DC PCS - Rise Academy
Yes	286	Rocketship DC PCS - Rise Academy
All	436	Ron Brown College Preparatory High School
Yes	436	Ron Brown College Preparatory High School
Yes	436	Ron Brown College Preparatory High School
Male	436	Ron Brown College Preparatory High School
09	436	Ron Brown College Preparatory High School
10	436	Ron Brown College Preparatory High School
11	436	Ron Brown College Preparatory High School
Yes	436	Ron Brown College Preparatory High School
Yes	436	Ron Brown College Preparatory High School
All	459	Roosevelt High School
Yes	459	Roosevelt High School
Yes	459	Roosevelt High School
Male	459	Roosevelt High School
Female	459	Roosevelt High School
09	459	Roosevelt High School
10	459	Roosevelt High School
11	459	Roosevelt High School
12	459	Roosevelt High School
Yes	459	Roosevelt High School
Yes	459	Roosevelt High School
Yes	459	Roosevelt High School
All	456	Roosevelt STAY High School
Yes	456	Roosevelt STAY High School
Yes	456	Roosevelt STAY High School
Male	456	Roosevelt STAY High School
Female	456	Roosevelt STAY High School
09	456	Roosevelt STAY High School
10	456	Roosevelt STAY High School
11	456	Roosevelt STAY High School
12	456	Roosevelt STAY High School
Yes	456	Roosevelt STAY High School

Yes	456	Roosevelt STAY High School
Yes	456	Roosevelt STAY High School
All	174	SEED PCS of Washington DC
Yes	174	SEED PCS of Washington DC
Yes	174	SEED PCS of Washington DC
Male	174	SEED PCS of Washington DC
Female	174	SEED PCS of Washington DC
07	174	SEED PCS of Washington DC
08	174	SEED PCS of Washington DC
09	174	SEED PCS of Washington DC
10	174	SEED PCS of Washington DC
11	174	SEED PCS of Washington DC
Yes	174	SEED PCS of Washington DC
Yes	174	SEED PCS of Washington DC
Yes	174	SEED PCS of Washington DC
All	307	Savoy Elementary School
Yes	307	Savoy Elementary School
Male	307	Savoy Elementary School
Female	307	Savoy Elementary School
01	307	Savoy Elementary School
02	307	Savoy Elementary School
03	307	Savoy Elementary School
04	307	Savoy Elementary School
05	307	Savoy Elementary School
Yes	307	Savoy Elementary School
Yes	307	Savoy Elementary School
All	409	School Without Walls @ Francis-Stevens
Yes	409	School Without Walls @ Francis-Stevens
Yes	409	School Without Walls @ Francis-Stevens
Male	409	School Without Walls @ Francis-Stevens
Female	409	School Without Walls @ Francis-Stevens
06	409	School Without Walls @ Francis-Stevens
07	409	School Without Walls @ Francis-Stevens
08	409	School Without Walls @ Francis-Stevens
Yes	409	School Without Walls @ Francis-Stevens
Yes	409	School Without Walls @ Francis-Stevens
All	466	School Without Walls High School
Yes	466	School Without Walls High School
Yes	466	School Without Walls High School
Male	466	School Without Walls High School
Female	466	School Without Walls High School
10	466	School Without Walls High School
11	466	School Without Walls High School
12	466	School Without Walls High School
Yes	466	School Without Walls High School
All	175	School-Within-School @ Goding
Yes	175	School-Within-School @ Goding

Male	175	School-Within-School @ Goding
03	175	School-Within-School @ Goding
Yes	175	School-Within-School @ Goding
All	309	Seaton Elementary School
Yes	309	Seaton Elementary School
Yes	309	Seaton Elementary School
Male	309	Seaton Elementary School
Female	309	Seaton Elementary School
03	309	Seaton Elementary School
04	309	Seaton Elementary School
Yes	309	Seaton Elementary School
Yes	309	Seaton Elementary School
Yes	309	Seaton Elementary School
All	197	Sela PCS
Yes	197	Sela PCS
Female	197	Sela PCS
02	197	Sela PCS
Yes	197	Sela PCS
Yes	197	Sela PCS
All	3066	Shining Stars Montessori Academy PCS
Yes	3066	Shining Stars Montessori Academy PCS
Male	3066	Shining Stars Montessori Academy PCS
03	3066	Shining Stars Montessori Academy PCS
05	3066	Shining Stars Montessori Academy PCS
Yes	3066	Shining Stars Montessori Academy PCS
Yes	3066	Shining Stars Montessori Academy PCS
All	315	Simon Elementary School
Yes	315	Simon Elementary School
Male	315	Simon Elementary School
Female	315	Simon Elementary School
01	315	Simon Elementary School
02	315	Simon Elementary School
03	315	Simon Elementary School
04	315	Simon Elementary School
05	315	Simon Elementary School
Yes	315	Simon Elementary School
Yes	315	Simon Elementary School
All	322	Smothers Elementary School
Yes	322	Smothers Elementary School
Male	322	Smothers Elementary School
Female	322	Smothers Elementary School
01	322	Smothers Elementary School
02	322	Smothers Elementary School
03	322	Smothers Elementary School
04	322	Smothers Elementary School
05	322	Smothers Elementary School
Yes	322	Smothers Elementary School

Yes	322	Smothers Elementary School
All	187	Somerset Preparatory Academy PCS
Yes	187	Somerset Preparatory Academy PCS
Male	187	Somerset Preparatory Academy PCS
Female	187	Somerset Preparatory Academy PCS
06	187	Somerset Preparatory Academy PCS
07	187	Somerset Preparatory Academy PCS
08	187	Somerset Preparatory Academy PCS
09	187	Somerset Preparatory Academy PCS
10	187	Somerset Preparatory Academy PCS
11	187	Somerset Preparatory Academy PCS
12	187	Somerset Preparatory Academy PCS
Yes	187	Somerset Preparatory Academy PCS
Yes	187	Somerset Preparatory Academy PCS
All	427	Sousa Middle School
Yes	427	Sousa Middle School
Yes	427	Sousa Middle School
Male	427	Sousa Middle School
Female	427	Sousa Middle School
06	427	Sousa Middle School
07	427	Sousa Middle School
08	427	Sousa Middle School
Yes	427	Sousa Middle School
Yes	427	Sousa Middle School
Yes	427	Sousa Middle School
All	1047	St. Coletta Special Education PCS
Yes	1047	St. Coletta Special Education PCS
Male	1047	St. Coletta Special Education PCS
12	1047	St. Coletta Special Education PCS
Yes	1047	St. Coletta Special Education PCS
Yes	1047	St. Coletta Special Education PCS
All	319	Stanton Elementary School
Yes	319	Stanton Elementary School
Male	319	Stanton Elementary School
Female	319	Stanton Elementary School
KG	319	Stanton Elementary School
01	319	Stanton Elementary School
02	319	Stanton Elementary School
03	319	Stanton Elementary School
04	319	Stanton Elementary School
05	319	Stanton Elementary School
Yes	319	Stanton Elementary School
Yes	319	Stanton Elementary School
All	1037	Statesman College Preparatory Academy for Boys PCS
Yes	1037	Statesman College Preparatory Academy for Boys PCS
Male	1037	Statesman College Preparatory Academy for Boys PCS
04	1037	Statesman College Preparatory Academy for Boys PCS

Yes	1037	Statesman College Preparatory Academy for Boys PCS
Yes	1037	Statesman College Preparatory Academy for Boys PCS
All	321	Stoddert Elementary School
Yes	321	Stoddert Elementary School
Yes	321	Stoddert Elementary School
Male	321	Stoddert Elementary School
KG	321	Stoddert Elementary School
04	321	Stoddert Elementary School
Yes	321	Stoddert Elementary School
Yes	321	Stoddert Elementary School
All	428	Stuart-Hobson Middle School (Capitol Hill Cluster)
Yes	428	Stuart-Hobson Middle School (Capitol Hill Cluster)
Yes	428	Stuart-Hobson Middle School (Capitol Hill Cluster)
Male	428	Stuart-Hobson Middle School (Capitol Hill Cluster)
Female	428	Stuart-Hobson Middle School (Capitol Hill Cluster)
06	428	Stuart-Hobson Middle School (Capitol Hill Cluster)
07	428	Stuart-Hobson Middle School (Capitol Hill Cluster)
08	428	Stuart-Hobson Middle School (Capitol Hill Cluster)
Yes	428	Stuart-Hobson Middle School (Capitol Hill Cluster)
Yes	428	Stuart-Hobson Middle School (Capitol Hill Cluster)
All	324	Takoma Education Campus
Yes	324	Takoma Education Campus
Yes	324	Takoma Education Campus
Male	324	Takoma Education Campus
Female	324	Takoma Education Campus
01	324	Takoma Education Campus
03	324	Takoma Education Campus
04	324	Takoma Education Campus
06	324	Takoma Education Campus
07	324	Takoma Education Campus
08	324	Takoma Education Campus
Yes	324	Takoma Education Campus
Yes	324	Takoma Education Campus
Yes	324	Takoma Education Campus
All	255	The Children's Guild PCS
Yes	255	The Children's Guild PCS
Male	255	The Children's Guild PCS
Female	255	The Children's Guild PCS
02	255	The Children's Guild PCS
03	255	The Children's Guild PCS
04	255	The Children's Guild PCS
05	255	The Children's Guild PCS
06	255	The Children's Guild PCS
07	255	The Children's Guild PCS
08	255	The Children's Guild PCS
Yes	255	The Children's Guild PCS
Yes	255	The Children's Guild PCS

All	325	Thomas Elementary School
Yes	325	Thomas Elementary School
Male	325	Thomas Elementary School
02	325	Thomas Elementary School
03	325	Thomas Elementary School
05	325	Thomas Elementary School
Yes	325	Thomas Elementary School
Yes	325	Thomas Elementary School
All	191	Thurgood Marshall Academy PCS
Yes	191	Thurgood Marshall Academy PCS
Yes	191	Thurgood Marshall Academy PCS
Male	191	Thurgood Marshall Academy PCS
Female	191	Thurgood Marshall Academy PCS
09	191	Thurgood Marshall Academy PCS
10	191	Thurgood Marshall Academy PCS
11	191	Thurgood Marshall Academy PCS
12	191	Thurgood Marshall Academy PCS
Yes	191	Thurgood Marshall Academy PCS
Yes	191	Thurgood Marshall Academy PCS
All	327	Truesdell Education Campus
Yes	327	Truesdell Education Campus
Yes	327	Truesdell Education Campus
Male	327	Truesdell Education Campus
Female	327	Truesdell Education Campus
03	327	Truesdell Education Campus
04	327	Truesdell Education Campus
07	327	Truesdell Education Campus
08	327	Truesdell Education Campus
Yes	327	Truesdell Education Campus
Yes	327	Truesdell Education Campus
Yes	327	Truesdell Education Campus
All	328	Tubman Elementary School
Yes	328	Tubman Elementary School
Male	328	Tubman Elementary School
Female	328	Tubman Elementary School
02	328	Tubman Elementary School
04	328	Tubman Elementary School
05	328	Tubman Elementary School
Yes	328	Tubman Elementary School
Yes	328	Tubman Elementary School
All	329	Turner Elementary School
Yes	329	Turner Elementary School
Yes	329	Turner Elementary School
Male	329	Turner Elementary School
Female	329	Turner Elementary School
KG	329	Turner Elementary School
01	329	Turner Elementary School

02	329	Turner Elementary School
03	329	Turner Elementary School
04	329	Turner Elementary School
05	329	Turner Elementary School
Yes	329	Turner Elementary School
Yes	329	Turner Elementary School
Yes	329	Turner Elementary School
All	198	Two Rivers PCS - 4th St
Yes	198	Two Rivers PCS - 4th St
Yes	198	Two Rivers PCS - 4th St
Male	198	Two Rivers PCS - 4th St
Female	198	Two Rivers PCS - 4th St
02	198	Two Rivers PCS - 4th St
03	198	Two Rivers PCS - 4th St
05	198	Two Rivers PCS - 4th St
06	198	Two Rivers PCS - 4th St
07	198	Two Rivers PCS - 4th St
08	198	Two Rivers PCS - 4th St
Yes	198	Two Rivers PCS - 4th St
Yes	198	Two Rivers PCS - 4th St
All	270	Two Rivers PCS - Young
Yes	270	Two Rivers PCS - Young
Yes	270	Two Rivers PCS - Young
Male	270	Two Rivers PCS - Young
03	270	Two Rivers PCS - Young
04	270	Two Rivers PCS - Young
Yes	270	Two Rivers PCS - Young
Yes	270	Two Rivers PCS - Young
All	330	Tyler Elementary School
Yes	330	Tyler Elementary School
Yes	330	Tyler Elementary School
Male	330	Tyler Elementary School
03	330	Tyler Elementary School
04	330	Tyler Elementary School
05	330	Tyler Elementary School
Yes	330	Tyler Elementary School
All	332	Walker-Jones Education Campus
Yes	332	Walker-Jones Education Campus
Yes	332	Walker-Jones Education Campus
Male	332	Walker-Jones Education Campus
Female	332	Walker-Jones Education Campus
KG	332	Walker-Jones Education Campus
01	332	Walker-Jones Education Campus
02	332	Walker-Jones Education Campus
05	332	Walker-Jones Education Campus
06	332	Walker-Jones Education Campus
07	332	Walker-Jones Education Campus

08	332	Walker-Jones Education Campus
Yes	332	Walker-Jones Education Campus
Yes	332	Walker-Jones Education Campus
All	263	Washington Global PCS
Yes	263	Washington Global PCS
Male	263	Washington Global PCS
Female	263	Washington Global PCS
06	263	Washington Global PCS
07	263	Washington Global PCS
08	263	Washington Global PCS
Yes	263	Washington Global PCS
Yes	263	Washington Global PCS
All	125	Washington Latin PCS - Middle School
Yes	125	Washington Latin PCS - Middle School
Yes	125	Washington Latin PCS - Middle School
Yes	125	Washington Latin PCS - Middle School
Male	125	Washington Latin PCS - Middle School
Female	125	Washington Latin PCS - Middle School
05	125	Washington Latin PCS - Middle School
06	125	Washington Latin PCS - Middle School
07	125	Washington Latin PCS - Middle School
08	125	Washington Latin PCS - Middle School
Yes	125	Washington Latin PCS - Middle School
Yes	125	Washington Latin PCS - Middle School
Yes	125	Washington Latin PCS - Middle School
All	1118	Washington Latin PCS - Upper School
Yes	1118	Washington Latin PCS - Upper School
Yes	1118	Washington Latin PCS - Upper School
Yes	1118	Washington Latin PCS - Upper School
Male	1118	Washington Latin PCS - Upper School
Female	1118	Washington Latin PCS - Upper School
09	1118	Washington Latin PCS - Upper School
10	1118	Washington Latin PCS - Upper School
11	1118	Washington Latin PCS - Upper School
12	1118	Washington Latin PCS - Upper School
Yes	1118	Washington Latin PCS - Upper School
Yes	1118	Washington Latin PCS - Upper School
Yes	1118	Washington Latin PCS - Upper School
All	283	Washington Leadership Academy PCS
Yes	283	Washington Leadership Academy PCS
Yes	283	Washington Leadership Academy PCS
Male	283	Washington Leadership Academy PCS
Female	283	Washington Leadership Academy PCS
09	283	Washington Leadership Academy PCS
10	283	Washington Leadership Academy PCS
11	283	Washington Leadership Academy PCS
Yes	283	Washington Leadership Academy PCS

Yes	283	Washington Leadership Academy PCS
Yes	283	Washington Leadership Academy PCS
All	474	Washington Metropolitan High School
Yes	474	Washington Metropolitan High School
Yes	474	Washington Metropolitan High School
Male	474	Washington Metropolitan High School
Female	474	Washington Metropolitan High School
08	474	Washington Metropolitan High School
09	474	Washington Metropolitan High School
10	474	Washington Metropolitan High School
11	474	Washington Metropolitan High School
12	474	Washington Metropolitan High School
Yes	474	Washington Metropolitan High School
Yes	474	Washington Metropolitan High School
Yes	474	Washington Metropolitan High School
All	1117	Washington Yu Ying PCS
Yes	1117	Washington Yu Ying PCS
Yes	1117	Washington Yu Ying PCS
Yes	1117	Washington Yu Ying PCS
Male	1117	Washington Yu Ying PCS
KG	1117	Washington Yu Ying PCS
03	1117	Washington Yu Ying PCS
05	1117	Washington Yu Ying PCS
Yes	1117	Washington Yu Ying PCS
Yes	1117	Washington Yu Ying PCS
All	333	Watkins Elementary School (Capitol Hill Cluster)
Yes	333	Watkins Elementary School (Capitol Hill Cluster)
Yes	333	Watkins Elementary School (Capitol Hill Cluster)
Yes	333	Watkins Elementary School (Capitol Hill Cluster)
Male	333	Watkins Elementary School (Capitol Hill Cluster)
Female	333	Watkins Elementary School (Capitol Hill Cluster)
02	333	Watkins Elementary School (Capitol Hill Cluster)
03	333	Watkins Elementary School (Capitol Hill Cluster)
04	333	Watkins Elementary School (Capitol Hill Cluster)
05	333	Watkins Elementary School (Capitol Hill Cluster)
Yes	333	Watkins Elementary School (Capitol Hill Cluster)
Yes	333	Watkins Elementary School (Capitol Hill Cluster)
All	336	West Education Campus
Yes	336	West Education Campus
Yes	336	West Education Campus
Male	336	West Education Campus
Female	336	West Education Campus
02	336	West Education Campus
03	336	West Education Campus
07	336	West Education Campus
Yes	336	West Education Campus
Yes	336	West Education Campus

Yes	336	West Education Campus
All	335	Wheatley Education Campus
Yes	335	Wheatley Education Campus
Yes	335	Wheatley Education Campus
Male	335	Wheatley Education Campus
Female	335	Wheatley Education Campus
KG	335	Wheatley Education Campus
02	335	Wheatley Education Campus
04	335	Wheatley Education Campus
06	335	Wheatley Education Campus
08	335	Wheatley Education Campus
Yes	335	Wheatley Education Campus
Yes	335	Wheatley Education Campus
Yes	335	Wheatley Education Campus
All	338	Whittier Education Campus
Yes	338	Whittier Education Campus
Yes	338	Whittier Education Campus
Male	338	Whittier Education Campus
07	338	Whittier Education Campus
Yes	338	Whittier Education Campus
Yes	338	Whittier Education Campus
All	463	Woodrow Wilson High School
Yes	463	Woodrow Wilson High School
Yes	463	Woodrow Wilson High School
Yes	463	Woodrow Wilson High School
Male	463	Woodrow Wilson High School
Female	463	Woodrow Wilson High School
09	463	Woodrow Wilson High School
10	463	Woodrow Wilson High School
11	463	Woodrow Wilson High School
12	463	Woodrow Wilson High School
Yes	463	Woodrow Wilson High School
Yes	463	Woodrow Wilson High School
Yes	463	Woodrow Wilson High School
All	128	Youthbuild PCS
Yes	128	Youthbuild PCS
Male	128	Youthbuild PCS
Female	128	Youthbuild PCS
AO	128	Youthbuild PCS
Yes	128	Youthbuild PCS
Yes	128	Youthbuild PCS

Student Group	Group Value	Group Value	Less than 2 Days	Percent	Between 2 and 5 Days
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	AO	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	23	28.05%	59	71.95%
Black/African-American	Yes	23	28.05%	59	71.95%
Gender	Male	DS	DS	49	73.13%
Gender	Female	n<10	n<10	10	66.67%
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	19	86.36%
Grade	06	10	32.26%	21	67.74%
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	19	30.16%	44	69.84%
Students with Disabilities	Yes	n<10	n<10	15	71.43%
All Students	All	n<10	n<10	15	100.00%
Black/African-American	Yes	n<10	n<10	15	100.00%
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	15	100.00%
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	22	57.89%	16	42.11%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10

Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	20	57.14%	15	42.86%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	13	52.00%	12	48.00%
All Students	All	17	10.12%	151	89.88%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	70	87.50%
Gender	Female	n<10	n<10	81	92.05%
Grade	09	n<10	n<10	74	91.36%
Grade	10	n<10	n<10	41	91.11%
Grade	11	n<10	n<10	DS	DS
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	14	9.33%	136	90.67%
Students with Disabilities	Yes	n<10	n<10	63	90.00%
All Students	All	n<10	n<10	17	65.38%
Black/African-American	Yes	n<10	n<10	14	60.87%
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	10	n<10	n<10	n<10	n<10
Grade	11	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
All Students	All	44	10.73%	358	87.32%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	15	7.28%	186	90.29%
Gender	Female	29	14.22%	172	84.31%
Grade	09	19	8.12%	208	88.89%
Grade	10	18	18.18%	80	80.81%
Grade	11	n<10	n<10	39	90.70%
Grade	12	n<10	n<10	31	91.18%
At-Risk	Yes	36	10.06%	316	88.27%
Students with Disabilities	Yes	16	12.21%	112	85.50%
All Students	All	n<10	n<10	53	89.83%
Black/African-American	Yes	n<10	n<10	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	36	92.31%
Gender	Female	n<10	n<10	17	85.00%
Grade	09	n<10	n<10	DS	DS
Grade	10	n<10	n<10	15	88.24%
Grade	11	n<10	n<10	18	94.74%
Grade	12	n<10	n<10	n<10	n<10

At-Risk	Yes	n<10	n<10	52	91.23%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	19	95.00%
All Students	All	10	100.00%	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	09	n<10	n<10	n<10	n<10
Grade	10	n<10	n<10	n<10	n<10
Grade	11	n<10	n<10	n<10	n<10
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
All Students	All	23	85.19%	n<10	n<10
Black/African-American	Yes	DS	DS	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10

Grade	05	11	84.62%	n<10	n<10
At-Risk	Yes	15	78.95%	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	14	82.35%	n<10	n<10
All Students	All	56	57.73%	37	38.14%
Black/African-American	Yes	16	66.67%	n<10	n<10
Hispanic/Latino of any race	Yes	40	55.56%	DS	DS
Gender	Male	46	56.79%	DS	DS
Gender	Female	10	62.50%	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	02	10	83.33%	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	12	60.00%
Grade	07	n<10	n<10	n<10	n<10
Grade	08	20	48.78%	17	41.46%
At-Risk	Yes	35	61.40%	20	35.09%
English Learners	Yes	35	61.40%	21	36.84%
Students with Disabilities	Yes	14	45.16%	16	51.61%
All Students	All	n<10	n<10	101	93.52%
Black/African-American	Yes	n<10	n<10	101	93.52%
Gender	Male	n<10	n<10	55	88.71%
Gender	Female	n<10	n<10	46	100.00%
Grade	06	n<10	n<10	19	95.00%
Grade	07	n<10	n<10	43	97.73%
Grade	08	n<10	n<10	39	88.64%
At-Risk	Yes	n<10	n<10	53	94.64%
Students with Disabilities	Yes	n<10	n<10	30	100.00%
All Students	All	11	68.75%	n<10	n<10
Black/African-American	Yes	11	68.75%	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
All Students	All	18	81.82%	n<10	n<10
Black/African-American	Yes	18	81.82%	n<10	n<10

Gender	Male	DS	DS	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
At-Risk	Yes	15	78.95%	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	32	100.00%
Black/African-American	Yes	n<10	n<10	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	13	100.00%
At-Risk	Yes	n<10	n<10	27	100.00%
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	13	72.22%	n<10	n<10
Black/African-American	Yes	13	72.22%	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	36	42.86%	41	48.81%
Black/African-American	Yes	20	41.67%	23	47.92%
Hispanic/Latino of any race	Yes	16	44.44%	18	50.00%
Gender	Male	DS	DS	25	42.37%
Gender	Female	n<10	n<10	16	64.00%
Grade	09	20	40.00%	25	50.00%
Grade	10	n<10	n<10	n<10	n<10
Grade	11	n<10	n<10	n<10	n<10
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	24	41.38%	29	50.00%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	16	72.73%
All Students	All	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10

Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	27	75.00%
Black/African-American	Yes	n<10	n<10	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	11	68.75%
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	15	83.33%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	13	72.22%
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	21	8.61%	220	90.16%
Black/African-American	Yes	20	9.85%	180	88.67%
Hispanic/Latino of any race	Yes	n<10	n<10	DS	DS
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	130	87.25%
Gender	Female	n<10	n<10	90	94.74%
Grade	06	n<10	n<10	11	84.62%
Grade	07	n<10	n<10	25	96.15%
Grade	08	n<10	n<10	42	84.00%
Grade	09	n<10	n<10	41	89.13%
Grade	10	n<10	n<10	49	92.45%
Grade	11	n<10	n<10	30	90.91%
Grade	12	n<10	n<10	22	95.65%
At-Risk	Yes	18	9.84%	162	88.52%
English Learners	Yes	n<10	n<10	26	96.30%
Students with Disabilities	Yes	n<10	n<10	66	91.67%
All Students	All	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	AO	n<10	n<10	n<10	n<10

All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	10	45.45%	12	54.55%
Black/African-American	Yes	n<10	n<10	12	57.14%
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	13	81.25%
Black/African-American	Yes	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10

Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	53	94.64%
Black/African-American	Yes	n<10	n<10	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	28	96.55%
Gender	Female	n<10	n<10	25	92.59%
Grade	09	n<10	n<10	n<10	n<10
Grade	10	n<10	n<10	20	100.00%
Grade	11	n<10	n<10	14	87.50%
Grade	12	n<10	n<10	DS	DS
At-Risk	Yes	n<10	n<10	44	93.62%
Students with Disabilities	Yes	n<10	n<10	13	92.86%
All Students	All	15	14.42%	80	76.92%
Black/African-American	Yes	n<10	n<10	40	80.00%
Hispanic/Latino of any race	Yes	n<10	n<10	40	75.47%
Gender	Male	DS	DS	38	66.67%
Gender	Female	n<10	n<10	42	89.36%
Grade	06	n<10	n<10	18	90.00%
Grade	07	n<10	n<10	28	75.68%
Grade	08	n<10	n<10	18	69.23%
Grade	09	n<10	n<10	16	76.19%
At-Risk	Yes	n<10	n<10	42	75.00%
English Learners	Yes	n<10	n<10	14	73.68%
Students with Disabilities	Yes	n<10	n<10	20	83.33%
All Students	All	n<10	n<10	59	77.63%
Black/African-American	Yes	n<10	n<10	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	32	78.05%
Gender	Female	n<10	n<10	27	77.14%
Grade	09	n<10	n<10	15	78.95%
Grade	10	n<10	n<10	22	81.48%
Grade	11	n<10	n<10	10	62.50%
Grade	12	n<10	n<10	12	85.71%
At-Risk	Yes	n<10	n<10	51	83.61%

English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	17	77.27%
All Students	All	n<10	n<10	18	100.00%
Black/African-American	Yes	n<10	n<10	18	100.00%
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	DS	DS
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	11	100.00%
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	45	84.91%
Black/African-American	Yes	n<10	n<10	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	31	83.78%
Gender	Female	n<10	n<10	14	87.50%
Grade	KG	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	16	94.12%
Grade	07	n<10	n<10	10	83.33%
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	32	86.49%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	16	80.00%
Black/African-American	Yes	n<10	n<10	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	15	78.95%
Students with Disabilities	Yes	n<10	n<10	14	77.78%
All Students	All	18	12.59%	118	82.52%
Black/African-American	Yes	16	17.39%	72	78.26%
Hispanic/Latino of any race	Yes	n<10	n<10	DS	DS
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	77	81.05%
Gender	Female	n<10	n<10	41	85.42%
Grade	06	n<10	n<10	23	85.19%
Grade	07	10	32.26%	20	64.52%
Grade	08	n<10	n<10	14	73.68%
Grade	09	n<10	n<10	34	91.89%

Grade	10	n<10	n<10	16	94.12%
Grade	11	n<10	n<10	n<10	n<10
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	13	13.13%	79	79.80%
English Learners	Yes	n<10	n<10	21	100.00%
Students with Disabilities	Yes	n<10	n<10	28	70.00%
All Students	All	n<10	n<10	40	95.24%
Black/African-American	Yes	n<10	n<10	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	27	93.10%
Gender	Female	n<10	n<10	13	100.00%
Grade	09	n<10	n<10	24	100.00%
Grade	10	n<10	n<10	n<10	n<10
Grade	11	n<10	n<10	n<10	n<10
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	33	97.06%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	39	92.86%	n<10	n<10
Black/African-American	Yes	DS	DS	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	26	96.30%	n<10	n<10
Gender	Female	13	86.67%	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	16	100.00%	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	22	91.67%	n<10	n<10
Students with Disabilities	Yes	23	92.00%	n<10	n<10

All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	31	93.94%	n<10	n<10
Black/African-American	Yes	DS	DS	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	15	93.75%	n<10	n<10
Gender	Female	16	94.12%	n<10	n<10
Grade	04	15	100.00%	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	14	93.33%	n<10	n<10
Students with Disabilities	Yes	13	100.00%	n<10	n<10
All Students	All	67	59.82%	44	39.29%
Black/African-American	Yes	67	59.82%	44	39.29%
Gender	Male	39	55.71%	30	42.86%
Gender	Female	28	66.67%	14	33.33%
Grade	KG	n<10	n<10	n<10	n<10
Grade	02	19	95.00%	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	13	68.42%	n<10	n<10
Grade	06	n<10	n<10	16	64.00%
Grade	07	10	66.67%	n<10	n<10
Grade	08	n<10	n<10	10	52.63%
At-Risk	Yes	50	59.52%	33	39.29%
Students with Disabilities	Yes	13	54.17%	11	45.83%
All Students	All	50	38.17%	81	61.83%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	10	50.00%	10	50.00%
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	30	39.47%	46	60.53%
Gender	Female	20	36.36%	35	63.64%
Grade	06	11	44.00%	14	56.00%
Grade	07	22	31.43%	48	68.57%
Grade	08	17	47.22%	19	52.78%
At-Risk	Yes	17	37.78%	28	62.22%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	16	33.33%	32	66.67%
All Students	All	53	19.49%	207	76.10%

Black/African-American	Yes	53	19.49%	207	76.10%
Gender	Male	33	17.84%	144	77.84%
Gender	Female	20	22.99%	63	72.41%
Grade	KG	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	21	91.30%
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	15	65.22%
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	13	92.86%
Grade	06	28	29.47%	64	67.37%
Grade	07	n<10	n<10	21	70.00%
Grade	08	n<10	n<10	54	87.10%
At-Risk	Yes	41	19.90%	155	75.24%
Students with Disabilities	Yes	20	14.93%	107	79.85%
All Students	All	20	83.33%	n<10	n<10
Black/African-American	Yes	20	83.33%	n<10	n<10
Gender	Male	DS	DS	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	06	20	83.33%	n<10	n<10
At-Risk	Yes	13	76.47%	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	41	66.13%	19	30.65%
Black/African-American	Yes	20	71.43%	n<10	n<10
Hispanic/Latino of any race	Yes	DS	DS	12	40.00%
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	25	71.43%	n<10	n<10
Gender	Female	16	59.26%	DS	DS
Grade	06	n<10	n<10	n<10	n<10
Grade	07	16	76.19%	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
Grade	09	n<10	n<10	n<10	n<10
Grade	10	n<10	n<10	n<10	n<10
Grade	11	n<10	n<10	n<10	n<10
At-Risk	Yes	16	64.00%	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	15	71.43%	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10

Black/African-American	Yes	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	09	n<10	n<10	n<10	n<10
Grade	10	n<10	n<10	n<10	n<10
Grade	11	n<10	n<10	n<10	n<10
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	17	7.94%	187	87.38%
Black/African-American	Yes	16	7.80%	179	87.32%
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	100	84.75%
Gender	Female	n<10	n<10	87	90.63%
Grade	09	n<10	n<10	94	86.24%
Grade	10	n<10	n<10	44	95.65%
Grade	11	n<10	n<10	DS	DS
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	11	7.05%	138	88.46%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	36	81.82%
All Students	All	10	58.82%	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	20	90.91%
Black/African-American	Yes	n<10	n<10	11	91.67%
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	09	n<10	n<10	10	100.00%
Grade	10	n<10	n<10	n<10	n<10
Grade	11	n<10	n<10	n<10	n<10
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	18	100.00%
English Learners	Yes	n<10	n<10	n<10	n<10

Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	37	41.11%	49	54.44%
Black/African-American	Yes	26	40.00%	36	55.38%
Hispanic/Latino of any race	Yes	11	47.83%	11	47.83%
Gender	Male	20	34.48%	34	58.62%
Gender	Female	17	53.13%	15	46.88%
Grade	05	n<10	n<10	n<10	n<10
Grade	06	10	35.71%	17	60.71%
Grade	07	n<10	n<10	14	60.87%
Grade	08	12	48.00%	DS	DS
At-Risk	Yes	17	34.69%	30	61.22%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	12	41.38%	17	58.62%
All Students	All	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	12	85.71%	n<10	n<10
Black/African-American	Yes	12	85.71%	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	17	68.00%
Black/African-American	Yes	n<10	n<10	17	68.00%
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	11	61.11%
Grade	03	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	14	70.00%
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	17	10.63%	142	88.75%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	73	84.88%
Gender	Female	n<10	n<10	69	93.24%
Grade	09	12	11.43%	92	87.62%
Grade	10	n<10	n<10	26	92.86%
Grade	11	n<10	n<10	DS	DS
Grade	12	n<10	n<10	n<10	n<10

At-Risk	Yes	15	12.20%	107	86.99%
Students with Disabilities	Yes	n<10	n<10	53	91.38%
All Students	All	102	38.78%	159	60.46%
Black/African-American	Yes	100	38.61%	157	60.62%
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	52	39.69%	77	58.78%
Gender	Female	50	37.88%	82	62.12%
Grade	06	25	55.56%	20	44.44%
Grade	07	30	44.12%	37	54.41%
Grade	08	47	31.33%	102	68.00%
At-Risk	Yes	69	37.30%	116	62.70%
Students with Disabilities	Yes	28	43.08%	36	55.38%
All Students	All	21	77.78%	n<10	n<10
Black/African-American	Yes	DS	DS	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	01	10	83.33%	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	11	78.57%	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	43	89.58%
Black/African-American	Yes	n<10	n<10	43	89.58%
Gender	Female	n<10	n<10	43	89.58%
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	16	94.12%
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	10	100.00%
At-Risk	Yes	n<10	n<10	40	88.89%
Students with Disabilities	Yes	n<10	n<10	22	100.00%
All Students	All	n<10	n<10	10	100.00%
Black/African-American	Yes	n<10	n<10	10	100.00%
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	12	70.59%

Black/African-American	Yes	n<10	n<10	12	70.59%
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	11	73.33%
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	29	90.63%
Black/African-American	Yes	n<10	n<10	29	90.63%
Gender	Male	n<10	n<10	17	85.00%
Gender	Female	n<10	n<10	12	100.00%
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	11	100.00%
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	24	92.31%
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	11	100.00%
Black/African-American	Yes	n<10	n<10	11	100.00%
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	70	77.78%
Black/African-American	Yes	n<10	n<10	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	40	88.89%
Gender	Female	n<10	n<10	30	66.67%
Grade	09	n<10	n<10	32	86.49%
Grade	10	n<10	n<10	15	57.69%
Grade	11	n<10	n<10	13	81.25%
Grade	12	n<10	n<10	10	90.91%
At-Risk	Yes	n<10	n<10	47	83.93%
English Learners	Yes	n<10	n<10	n<10	n<10

Students with Disabilities	Yes	n<10	n<10	16	88.89%
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	09	n<10	n<10	n<10	n<10
Grade	10	n<10	n<10	n<10	n<10
Grade	11	n<10	n<10	n<10	n<10
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	19	63.33%	11	36.67%
Black/African-American	Yes	19	63.33%	11	36.67%
Gender	Male	DS	DS	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	10	71.43%	n<10	n<10

Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	10	55.56%	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	16	76.19%
Black/African-American	Yes	n<10	n<10	16	76.19%
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	12	70.59%
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	10	90.91%	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	10	90.91%	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	12	75.00%
Black/African-American	Yes	n<10	n<10	12	75.00%
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	09	n<10	n<10	n<10	n<10
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	11	84.62%
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	21	8.64%	217	89.30%
Black/African-American	Yes	DS	DS	DS	DS
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	104	85.25%
Gender	Female	n<10	n<10	113	93.39%
Grade	09	n<10	n<10	95	87.16%
Grade	10	n<10	n<10	49	89.09%
Grade	11	n<10	n<10	28	87.50%
Grade	12	n<10	n<10	45	95.74%
At-Risk	Yes	17	8.42%	182	90.10%
Students with Disabilities	Yes	n<10	n<10	63	92.65%
All Students	All	n<10	n<10	16	100.00%
Black/African-American	Yes	n<10	n<10	13	100.00%
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10

Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	27	17.42%	127	81.94%
Black/African-American	Yes	27	17.42%	127	81.94%
Gender	Male	DS	DS	85	79.44%
Gender	Female	n<10	n<10	42	87.50%
Grade	06	n<10	n<10	66	89.19%
Grade	07	n<10	n<10	26	96.30%
Grade	08	18	33.33%	35	64.81%
At-Risk	Yes	25	17.61%	116	81.69%
Students with Disabilities	Yes	15	29.41%	35	68.63%
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	58	82.86%	12	17.14%
Black/African-American	Yes	58	82.86%	12	17.14%
Gender	Male	44	81.48%	DS	DS
Gender	Female	14	87.50%	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	DS	DS	n<10	n<10
Grade	03	16	88.89%	n<10	n<10
Grade	04	DS	DS	n<10	n<10
Grade	05	13	76.47%	n<10	n<10
At-Risk	Yes	54	85.71%	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	23	82.14%	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10

Gender	Male	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	11	61.11%
Black/African-American	Yes	n<10	n<10	11	61.11%
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	13	20.63%	48	76.19%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	19	61.29%
Gender	Female	n<10	n<10	29	90.63%
Grade	06	n<10	n<10	DS	DS
Grade	07	n<10	n<10	21	72.41%
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	28	75.68%
Students with Disabilities	Yes	n<10	n<10	11	91.67%
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	151	90.42%
Black/African-American	Yes	n<10	n<10	151	90.42%
Gender	Male	n<10	n<10	91	89.22%
Gender	Female	n<10	n<10	60	92.31%
Grade	09	n<10	n<10	100	89.29%
Grade	10	n<10	n<10	DS	DS
Grade	11	n<10	n<10	10	83.33%

Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	123	89.78%
Students with Disabilities	Yes	n<10	n<10	70	93.33%
All Students	All	n<10	n<10	42	87.50%
Black/African-American	Yes	n<10	n<10	42	87.50%
Gender	Male	n<10	n<10	22	91.67%
Gender	Female	n<10	n<10	20	83.33%
Grade	KG	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	11	84.62%
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	11	84.62%
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	28	87.50%
Students with Disabilities	Yes	n<10	n<10	14	87.50%
All Students	All	83	79.81%	20	19.23%
Black/African-American	Yes	83	79.81%	20	19.23%
Gender	Male	67	77.91%	DS	DS
Gender	Female	16	88.89%	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	26	78.79%	n<10	n<10
Grade	04	22	84.62%	n<10	n<10
Grade	05	22	73.33%	n<10	n<10
At-Risk	Yes	64	79.01%	16	19.75%
Students with Disabilities	Yes	36	70.59%	14	27.45%
All Students	All	32	82.05%	n<10	n<10
Black/African-American	Yes	20	83.33%	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	22	78.57%	n<10	n<10
Gender	Female	10	90.91%	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	11	100.00%	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	18	75.00%	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	10	71.43%	n<10	n<10
All Students	All	10	19.61%	41	80.39%
Black/African-American	Yes	10	21.74%	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	23	71.88%
Gender	Female	n<10	n<10	18	94.74%

Grade	01	n<10	n<10	12	100.00%
Grade	02	n<10	n<10	15	75.00%
Grade	04	n<10	n<10	14	73.68%
At-Risk	Yes	n<10	n<10	35	83.33%
Students with Disabilities	Yes	n<10	n<10	21	84.00%
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	46	25.14%	136	74.32%
Black/African-American	Yes	43	24.43%	132	75.00%
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	32	28.07%	81	71.05%
Gender	Female	14	20.29%	55	79.71%
Grade	06	DS	DS	38	64.41%
Grade	07	22	21.78%	78	77.23%
Grade	08	n<10	n<10	20	86.96%
At-Risk	Yes	32	23.70%	102	75.56%
Students with Disabilities	Yes	18	22.78%	60	75.95%
All Students	All	20	9.76%	185	90.24%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	120	88.24%
Gender	Female	n<10	n<10	65	94.20%
Grade	06	n<10	n<10	69	90.79%
Grade	07	n<10	n<10	67	91.78%
Grade	08	n<10	n<10	49	87.50%
At-Risk	Yes	17	9.50%	162	90.50%
Students with Disabilities	Yes	n<10	n<10	58	86.57%
All Students	All	41	52.56%	33	42.31%
Black/African-American	Yes	41	52.56%	33	42.31%
Gender	Male	25	54.35%	18	39.13%
Gender	Female	16	50.00%	15	46.88%
Grade	05	11	55.00%	n<10	n<10
Grade	06	17	54.84%	13	41.94%
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	28	45.16%	31	50.00%
Students with Disabilities	Yes	21	48.84%	20	46.51%
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10

At-Risk	Yes	n<10	n<10	n<10	n<10
All Students	All	93	28.62%	198	60.92%
Black/African-American	Yes	93	28.62%	198	60.92%
Gender	Male	47	31.76%	87	58.78%
Gender	Female	46	25.99%	111	62.71%
Grade	09	40	24.10%	110	66.27%
Grade	10	26	32.50%	46	57.50%
Grade	11	DS	DS	24	42.11%
Grade	12	n<10	n<10	18	81.82%
At-Risk	Yes	46	25.14%	119	65.03%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	19	22.35%	60	70.59%
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
All Students	All	19	63.33%	10	33.33%
Black/African-American	Yes	DS	DS	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	01	11	68.75%	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
At-Risk	Yes	16	66.67%	n<10	n<10
Students with Disabilities	Yes	15	68.18%	n<10	n<10
All Students	All	n<10	n<10	48	84.21%
Black/African-American	Yes	n<10	n<10	48	84.21%
Gender	Male	n<10	n<10	32	86.49%
Gender	Female	n<10	n<10	16	80.00%
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	25	83.33%
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	12	80.00%
At-Risk	Yes	n<10	n<10	33	84.62%
Students with Disabilities	Yes	n<10	n<10	17	77.27%
All Students	All	74	74.00%	25	25.00%
Black/African-American	Yes	74	74.00%	25	25.00%
Gender	Male	59	73.75%	DS	DS
Gender	Female	15	75.00%	n<10	n<10
Grade	01	20	68.97%	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	38	79.17%	10	20.83%
Grade	04	n<10	n<10	n<10	n<10
At-Risk	Yes	56	72.73%	20	25.97%

Students with Disabilities	Yes	40	68.97%	18	31.03%
All Students	All	n<10	n<10	51	85.00%
Black/African-American	Yes	n<10	n<10	51	85.00%
Gender	Male	n<10	n<10	40	85.11%
Gender	Female	n<10	n<10	11	84.62%
Grade	05	n<10	n<10	DS	DS
Grade	06	n<10	n<10	19	82.61%
Grade	07	n<10	n<10	DS	DS
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	36	87.80%
Students with Disabilities	Yes	n<10	n<10	20	83.33%
All Students	All	54	76.06%	17	23.94%
Black/African-American	Yes	54	76.06%	17	23.94%
Gender	Male	DS	DS	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	28	87.50%	n<10	n<10
Grade	04	13	61.90%	n<10	n<10
At-Risk	Yes	25	78.13%	n<10	n<10
Students with Disabilities	Yes	25	71.43%	10	28.57%
All Students	All	45	50.56%	44	49.44%
Black/African-American	Yes	45	50.56%	44	49.44%
Gender	Male	33	50.00%	33	50.00%
Gender	Female	12	52.17%	11	47.83%
Grade	01	n<10	n<10	n<10	n<10
Grade	02	DS	DS	n<10	n<10
Grade	03	15	50.00%	15	50.00%
Grade	04	12	44.44%	15	55.56%
At-Risk	Yes	29	53.70%	25	46.30%
Students with Disabilities	Yes	11	42.31%	15	57.69%
All Students	All	31	73.81%	11	26.19%
Black/African-American	Yes	31	73.81%	11	26.19%
Gender	Male	19	67.86%	n<10	n<10
Gender	Female	12	85.71%	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	11	68.75%	n<10	n<10
Grade	03	15	93.75%	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
At-Risk	Yes	17	65.38%	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	49	59.04%	34	40.96%
Black/African-American	Yes	49	59.04%	34	40.96%
Gender	Male	34	61.82%	21	38.18%
Gender	Female	15	53.57%	13	46.43%
Grade	05	19	61.29%	12	38.71%

Grade	06	20	58.82%	14	41.18%
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	31	57.41%	23	42.59%
Students with Disabilities	Yes	24	61.54%	15	38.46%
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	24	7.41%	295	91.05%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	182	90.55%
Gender	Female	n<10	n<10	113	91.87%
Grade	06	13	11.02%	103	87.29%
Grade	07	n<10	n<10	117	92.86%
Grade	08	n<10	n<10	75	93.75%
At-Risk	Yes	15	6.20%	223	92.15%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	80	87.91%
All Students	All	12	33.33%	24	66.67%
Black/African-American	Yes	12	33.33%	24	66.67%
Gender	Male	DS	DS	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	10	83.33%
Grade	03	n<10	n<10	10	62.50%
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	21	70.00%
Students with Disabilities	Yes	n<10	n<10	10	71.43%
All Students	All	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	11	40.74%	16	59.26%

Black/African-American	Yes	11	40.74%	16	59.26%
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	11	61.11%
Students with Disabilities	Yes	n<10	n<10	12	75.00%
All Students	All	n<10	n<10	22	100.00%
Black/African-American	Yes	n<10	n<10	22	100.00%
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	12	100.00%
At-Risk	Yes	n<10	n<10	20	100.00%
Students with Disabilities	Yes	n<10	n<10	12	100.00%
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
Grade	09	n<10	n<10	n<10	n<10
Grade	10	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	98	24.62%	297	74.62%
Black/African-American	Yes	98	24.62%	297	74.62%
Gender	Male	61	29.76%	141	68.78%
Gender	Female	37	19.17%	156	80.83%
Grade	06	28	31.46%	60	67.42%
Grade	07	43	23.12%	141	75.81%
Grade	08	27	21.95%	96	78.05%
At-Risk	Yes	87	24.10%	271	75.07%
Students with Disabilities	Yes	32	25.00%	95	74.22%
All Students	All	21	65.63%	11	34.38%
Black/African-American	Yes	DS	DS	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	08	15	68.18%	n<10	n<10

At-Risk	Yes	17	77.27%	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	17	53.13%	15	46.88%
Black/African-American	Yes	17	53.13%	15	46.88%
Gender	Male	DS	DS	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	14	50.00%	14	50.00%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	15	51.72%	14	48.28%
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	10	29.41%	22	64.71%
Black/African-American	Yes	n<10	n<10	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10

Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	16	61.54%
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	PK4	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	10	9.01%	101	90.99%
Black/African-American	Yes	n<10	n<10	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	42	85.71%
Gender	Female	n<10	n<10	59	95.16%
Grade	09	n<10	n<10	19	86.36%
Grade	10	n<10	n<10	36	97.30%
Grade	11	n<10	n<10	26	86.67%
Grade	12	n<10	n<10	20	90.91%
At-Risk	Yes	n<10	n<10	99	91.67%
Students with Disabilities	Yes	n<10	n<10	27	96.43%
All Students	All	n<10	n<10	36	78.26%
Black/African-American	Yes	n<10	n<10	12	85.71%
Hispanic/Latino of any race	Yes	n<10	n<10	24	75.00%
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	17	73.91%
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	DS	DS
At-Risk	Yes	n<10	n<10	19	86.36%
English Learners	Yes	n<10	n<10	10	76.92%
Students with Disabilities	Yes	n<10	n<10	14	77.78%
All Students	All	18	62.07%	11	37.93%
Black/African-American	Yes	18	62.07%	11	37.93%
Gender	Male	DS	DS	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10

Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	13	61.90%	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
All Students	All	13	17.57%	42	56.76%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	27	75.00%
Gender	Female	n<10	n<10	15	39.47%
Grade	09	n<10	n<10	14	58.33%
Grade	10	n<10	n<10	22	68.75%
Grade	11	n<10	n<10	n<10	n<10
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	12	17.91%	38	56.72%
Students with Disabilities	Yes	n<10	n<10	25	56.82%
All Students	All	n<10	n<10	18	52.94%
Black/African-American	Yes	n<10	n<10	18	52.94%
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	AO	n<10	n<10	18	52.94%

At-Risk	Yes	n<10	n<10	14	56.00%
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	36	28.57%	90	71.43%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	24	29.63%	57	70.37%
Gender	Female	12	26.67%	33	73.33%
Grade	06	n<10	n<10	20	86.96%
Grade	07	DS	DS	29	64.44%
Grade	08	17	29.31%	41	70.69%
At-Risk	Yes	23	26.44%	64	73.56%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	20	30.30%	46	69.70%
All Students	All	n<10	n<10	31	64.58%
Black/African-American	Yes	n<10	n<10	29	64.44%
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	11	57.89%
Gender	Female	n<10	n<10	20	68.97%
Grade	09	n<10	n<10	13	81.25%
Grade	10	n<10	n<10	n<10	n<10
Grade	11	n<10	n<10	11	73.33%
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	12	60.00%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	29	37.18%	49	62.82%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	30	60.00%
Gender	Female	n<10	n<10	19	67.86%
Grade	KG	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	12	75.00%
Grade	08	n<10	n<10	23	76.67%
At-Risk	Yes	23	37.10%	39	62.90%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	16	69.57%
All Students	All	11	52.38%	10	47.62%
Black/African-American	Yes	10	50.00%	10	50.00%
Gender	Male	DS	DS	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10

Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	10	52.63%	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	66	27.97%	164	69.49%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	49	32.45%	96	63.58%
Gender	Female	17	20.00%	68	80.00%
Grade	05	n<10	n<10	12	100.00%
Grade	06	21	33.87%	40	64.52%
Grade	07	DS	DS	28	60.87%
Grade	08	30	25.86%	84	72.41%
At-Risk	Yes	61	28.91%	144	68.25%
Students with Disabilities	Yes	40	27.40%	104	71.23%
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	12	85.71%
Black/African-American	Yes	n<10	n<10	12	85.71%
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	DS	DS
Grade	02	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	11	91.67%
At-Risk	Yes	n<10	n<10	12	85.71%
Students with Disabilities	Yes	n<10	n<10	10	90.91%
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10

Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	09	n<10	n<10	n<10	n<10
Grade	10	n<10	n<10	n<10	n<10
Grade	11	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	30	75.00%	10	25.00%
Black/African-American	Yes	DS	DS	10	25.64%
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	12	92.31%	n<10	n<10
At-Risk	Yes	27	77.14%	n<10	n<10
Students with Disabilities	Yes	14	82.35%	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	18	46.15%	21	53.85%
Black/African-American	Yes	18	46.15%	21	53.85%
Gender	Male	DS	DS	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	17	44.74%	21	55.26%
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	13	28.89%	30	66.67%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10

Gender	Male	n<10	n<10	13	54.17%
Gender	Female	n<10	n<10	17	80.95%
Grade	09	n<10	n<10	11	64.71%
Grade	10	n<10	n<10	11	73.33%
Grade	11	n<10	n<10	n<10	n<10
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	10	32.26%	20	64.52%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	11	44.00%	12	48.00%
All Students	All	15	27.27%	37	67.27%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	15	53.57%
Gender	Female	n<10	n<10	22	81.48%
Grade	06	n<10	n<10	DS	DS
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	16	76.19%
At-Risk	Yes	10	26.32%	26	68.42%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	14	73.68%
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	25	32.05%	52	66.67%
Black/African-American	Yes	25	32.05%	52	66.67%
Gender	Male	14	35.00%	26	65.00%
Gender	Female	11	28.95%	26	68.42%
Grade	09	16	38.10%	26	61.90%
Grade	10	n<10	n<10	13	81.25%
Grade	11	n<10	n<10	n<10	n<10
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	17	30.36%	38	67.86%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	12	70.59%
All Students	All	13	68.42%	n<10	n<10
Black/African-American	Yes	13	68.42%	n<10	n<10
Gender	Male	13	68.42%	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	12	70.59%	n<10	n<10

Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	17	85.00%	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	DS	DS	n<10	n<10
Gender	Male	DS	DS	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	03	10	76.92%	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	12	85.71%	n<10	n<10
English Learners	Yes	10	83.33%	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	17	73.91%
Black/African-American	Yes	n<10	n<10	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	10	83.33%
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	51	79.69%
Black/African-American	Yes	n<10	n<10	51	79.69%
Gender	Male	n<10	n<10	16	76.19%
Gender	Female	n<10	n<10	35	81.40%
Grade	08	n<10	n<10	20	80.00%
Grade	09	n<10	n<10	n<10	n<10
Grade	10	n<10	n<10	n<10	n<10
Grade	11	n<10	n<10	13	72.22%
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	29	76.32%
Students with Disabilities	Yes	n<10	n<10	15	100.00%
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10

Gender	Female	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	12	80.00%
Black/African-American	Yes	n<10	n<10	12	80.00%
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	11	78.57%
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	17	19.54%	68	78.16%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	17	19.54%	68	78.16%
Grade	09	13	24.07%	41	75.93%
Grade	10	n<10	n<10	14	87.50%
Grade	11	n<10	n<10	13	76.47%
At-Risk	Yes	11	19.30%	46	80.70%
Students with Disabilities	Yes	n<10	n<10	30	83.33%
All Students	All	17	14.17%	102	85.00%
Black/African-American	Yes	DS	DS	74	80.43%
Hispanic/Latino of any race	Yes	n<10	n<10	27	100.00%
Gender	Male	DS	DS	69	84.15%
Gender	Female	n<10	n<10	33	86.84%
Grade	09	12	16.90%	59	83.10%
Grade	10	n<10	n<10	25	92.59%
Grade	11	n<10	n<10	DS	DS
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	12	15.00%	67	83.75%
English Learners	Yes	n<10	n<10	24	100.00%
Students with Disabilities	Yes	n<10	n<10	38	90.48%
All Students	All	n<10	n<10	39	90.70%
Black/African-American	Yes	n<10	n<10	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	20	86.96%
Gender	Female	n<10	n<10	19	95.00%
Grade	09	n<10	n<10	18	85.71%
Grade	10	n<10	n<10	12	100.00%
Grade	11	n<10	n<10	n<10	n<10
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	39	90.70%

English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	16	94.12%
All Students	All	13	9.77%	120	90.23%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	65	91.55%
Gender	Female	n<10	n<10	55	88.71%
Grade	07	n<10	n<10	14	100.00%
Grade	08	n<10	n<10	33	86.84%
Grade	09	n<10	n<10	57	91.94%
Grade	10	n<10	n<10	DS	DS
Grade	11	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	92	92.93%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	33	91.67%
All Students	All	30	56.60%	23	43.40%
Black/African-American	Yes	30	56.60%	23	43.40%
Gender	Male	17	50.00%	DS	DS
Gender	Female	13	68.42%	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	28	54.90%	23	45.10%
Students with Disabilities	Yes	n<10	n<10	10	52.63%
All Students	All	n<10	n<10	10	66.67%
Black/African-American	Yes	n<10	n<10	10	71.43%
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	10	100.00%
Black/African-American	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	10	n<10	n<10	n<10	n<10
Grade	11	n<10	n<10	n<10	n<10
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10

Gender	Male	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	11	100.00%	n<10	n<10
Black/African-American	Yes	10	100.00%	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
At-Risk	Yes	10	100.00%	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	17	77.27%
Black/African-American	Yes	n<10	n<10	17	77.27%
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	16	84.21%
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	46	85.19%	n<10	n<10
Black/African-American	Yes	46	85.19%	n<10	n<10
Gender	Male	26	92.86%	n<10	n<10
Gender	Female	20	76.92%	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	16	84.21%	n<10	n<10
Grade	04	12	92.31%	n<10	n<10
Grade	05	15	78.95%	n<10	n<10
At-Risk	Yes	37	82.22%	n<10	n<10

Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	16	10.19%	127	80.89%
Black/African-American	Yes	16	10.26%	126	80.77%
Gender	Male	n<10	n<10	67	79.76%
Gender	Female	n<10	n<10	60	82.19%
Grade	06	n<10	n<10	28	90.32%
Grade	07	n<10	n<10	DS	DS
Grade	08	n<10	n<10	33	70.21%
Grade	09	n<10	n<10	21	91.30%
Grade	10	n<10	n<10	DS	DS
Grade	11	n<10	n<10	18	78.26%
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	15	11.63%	106	82.17%
Students with Disabilities	Yes	n<10	n<10	43	74.14%
All Students	All	22	30.99%	48	67.61%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	11	33.33%	21	63.64%
Gender	Female	11	28.95%	27	71.05%
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	DS	DS
Grade	08	13	33.33%	25	64.10%
At-Risk	Yes	17	30.36%	38	67.86%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	14	70.00%
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	22	51.16%	21	48.84%
Black/African-American	Yes	22	51.16%	21	48.84%
Gender	Male	DS	DS	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	22	53.66%	19	46.34%
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10

At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
All Students	All	21	16.94%	101	81.45%
Black/African-American	Yes	DS	DS	DS	DS
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	68	79.07%
Gender	Female	n<10	n<10	33	86.84%
Grade	06	13	37.14%	22	62.86%
Grade	07	n<10	n<10	52	88.14%
Grade	08	n<10	n<10	27	90.00%
At-Risk	Yes	10	15.63%	52	81.25%
Students with Disabilities	Yes	n<10	n<10	24	77.42%
All Students	All	12	41.38%	17	58.62%
Black/African-American	Yes	n<10	n<10	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	DS	DS
Grade	01	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	12	63.16%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	72	84.71%
Black/African-American	Yes	n<10	n<10	72	84.71%
Gender	Male	n<10	n<10	38	84.44%
Gender	Female	n<10	n<10	34	85.00%
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	16	88.89%
Grade	07	n<10	n<10	26	92.86%
Grade	08	n<10	n<10	18	81.82%
At-Risk	Yes	n<10	n<10	56	81.16%
Students with Disabilities	Yes	n<10	n<10	52	88.14%

All Students	All	n<10	n<10	10	90.91%
Black/African-American	Yes	n<10	n<10	10	90.91%
Gender	Male	n<10	n<10	10	90.91%
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	10	90.91%
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	16	21.33%	52	69.33%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	23	57.50%
Gender	Female	n<10	n<10	29	82.86%
Grade	09	n<10	n<10	24	77.42%
Grade	10	n<10	n<10	14	77.78%
Grade	11	n<10	n<10	n<10	n<10
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	12	21.82%	37	67.27%
Students with Disabilities	Yes	n<10	n<10	16	80.00%
All Students	All	n<10	n<10	13	76.47%
Black/African-American	Yes	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	13	26.53%	36	73.47%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	n<10	n<10

Grade	02	n<10	n<10	10	62.50%
Grade	03	n<10	n<10	11	100.00%
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	32	78.05%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	15	93.75%	n<10	n<10
Black/African-American	Yes	DS	DS	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	10	76.92%	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	10	76.92%	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	39	31.45%	83	66.94%
Black/African-American	Yes	DS	DS	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	24	29.27%	56	68.29%
Gender	Female	15	35.71%	27	64.29%
Grade	KG	n<10	n<10	n<10	n<10
Grade	01	n<10	n<10	11	84.62%
Grade	02	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	13	59.09%
Grade	07	n<10	n<10	28	80.00%

Grade	08	n<10	n<10	11	52.38%
At-Risk	Yes	32	29.36%	75	68.81%
Students with Disabilities	Yes	14	28.00%	36	72.00%
All Students	All	n<10	n<10	39	84.78%
Black/African-American	Yes	n<10	n<10	39	86.67%
Gender	Male	n<10	n<10	27	84.38%
Gender	Female	n<10	n<10	12	85.71%
Grade	06	n<10	n<10	11	73.33%
Grade	07	n<10	n<10	12	100.00%
Grade	08	n<10	n<10	16	84.21%
At-Risk	Yes	n<10	n<10	26	89.66%
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	25	50.00%	25	50.00%
Black/African-American	Yes	19	52.78%	17	47.22%
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	13	44.83%	DS	DS
Gender	Female	12	57.14%	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	07	11	55.00%	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	11	50.00%	11	50.00%
All Students	All	24	54.55%	17	38.64%
Black/African-American	Yes	17	50.00%	14	41.18%
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	09	n<10	n<10	n<10	n<10
Grade	10	n<10	n<10	n<10	n<10
Grade	11	n<10	n<10	n<10	n<10
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	10	50.00%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	56	96.55%
Black/African-American	Yes	n<10	n<10	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	36	94.74%
Gender	Female	n<10	n<10	20	100.00%
Grade	09	n<10	n<10	25	96.15%
Grade	10	n<10	n<10	17	94.44%
Grade	11	n<10	n<10	14	100.00%
At-Risk	Yes	n<10	n<10	38	95.00%

English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	32	94.12%
Black/African-American	Yes	n<10	n<10	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	16	88.89%
Gender	Female	n<10	n<10	16	100.00%
Grade	08	n<10	n<10	n<10	n<10
Grade	09	n<10	n<10	12	100.00%
Grade	10	n<10	n<10	n<10	n<10
Grade	11	n<10	n<10	n<10	n<10
Grade	12	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	29	93.55%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	16	100.00%
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	18	85.71%	n<10	n<10
Black/African-American	Yes	15	88.24%	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
White	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	05	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Gender	Female	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	03	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
English Learners	Yes	n<10	n<10	n<10	n<10

Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	10	43.48%	13	56.52%
Black/African-American	Yes	n<10	n<10	DS	DS
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	DS	DS	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	KG	n<10	n<10	n<10	n<10
Grade	02	n<10	n<10	n<10	n<10
Grade	04	n<10	n<10	n<10	n<10
Grade	06	n<10	n<10	n<10	n<10
Grade	08	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	11	57.89%
English Learners	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	n<10	n<10
Black/African-American	Yes	n<10	n<10	n<10	n<10
Hispanic/Latino of any race	Yes	n<10	n<10	n<10	n<10
Gender	Male	n<10	n<10	n<10	n<10
Grade	07	n<10	n<10	n<10	n<10
At-Risk	Yes	n<10	n<10	n<10	n<10
Students with Disabilities	Yes	n<10	n<10	n<10	n<10
All Students	All	n<10	n<10	98	92.45%
Black/African-American	Yes	n<10	n<10	47	90.38%
Hispanic/Latino of any race	Yes	n<10	n<10	22	88.00%
White	Yes	n<10	n<10	21	100.00%
Gender	Male	n<10	n<10	70	97.22%
Gender	Female	n<10	n<10	28	82.35%
Grade	09	n<10	n<10	33	86.84%
Grade	10	n<10	n<10	21	100.00%
Grade	11	n<10	n<10	26	92.86%
Grade	12	n<10	n<10	18	94.74%
At-Risk	Yes	n<10	n<10	39	90.70%
English Learners	Yes	n<10	n<10	15	100.00%
Students with Disabilities	Yes	n<10	n<10	23	79.31%
All Students	All	n<10	n<10	13	44.83%
Black/African-American	Yes	n<10	n<10	13	44.83%
Gender	Male	n<10	n<10	DS	DS
Gender	Female	n<10	n<10	n<10	n<10
Grade	AO	n<10	n<10	13	44.83%
At-Risk	Yes	n<10	n<10	11	55.00%
Students with Disabilities	Yes	n<10	n<10	n<10	n<10

Percent	Between 6 and 10 Days	Percent	11 Days or More	Percent
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

10	3.68%	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
16	4.92%	n<10	n<10	n<10
16	4.92%	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
DS	DS	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
11	6.01%	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10
n<10	n<10	n<10	n<10	n<10

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Office of the State Superintendent of Education

Title	Q11 Attachment- ACGR.xlsx
Table of Contents	Data_Notes: Details of Spreadsheet SY2018-19: Four Year Adjusted Cohort Graduation Rates for the graduating class of 2018-19 (FY19) SY2017-18: Four Year Adjusted Cohort Graduation Rates for the graduating class of 2017-18 (FY18) SY2016-17: Four and Five Year Adjusted Cohort Graduation Rates for the graduating class of 2016-17 (FY17) SY2015-16: Four and Five Year Adjusted Cohort Graduation Rates for the graduating class of 2015-16 (FY16) This Oversight Hearing question utilizes College Board and ACT data as of 1/15/2019, National Student Clearinghouse Data as of 1/15/2019, University of District of Columbia Enrollment Data as of 1/3/2018, and Adjusted Graduation Cohort as of SY2017-18 for the cohort of students who were expected to graduate in 2018.
Data Source	This Oversight Hearing question utilizes College Board and ACT data as of 1/3/2017, National Student Clearinghouse Data as of 1/3/2018, University of District of Columbia Enrollment Data as of 1/3/2018, and the 4- and 5-year Adjusted Graduation Cohort as of SY2017-18 for the cohort of students who were expected to graduate in 2017. The five year ACGR for SY2017-18 is not yet available because the current school year (2018-19) is the 5th year.
Data Notes	To protect privacy, OSSE has suppressed information and reported ranges when publishing the information could potentially identify individual students. • N<10 indicates that the number could be any number less than the stated value. • DS indicates that the data are suppressed because publishing the number would permit the calculation of suppressed data. • <5% or >95% indicates that the value could be any percentage less than 5% or greater than 95%. Data Suppression: 1. The numerator and denominator of a metric receive the value of "n<10" if their value is less than 10. 2. The numerator of a metric receive a value of "DS" if the denominator is greater than or equal to 10 and the numerator is less than 10. 3. The percentage of a metric receives a value of "<5%" if the denominator is greater than or equal to 10 and the numerator is less than 10 and the percentage is less than 5%.

Prior years reported 4-Year ACGR for economically disadvantaged students, for the graduating classes for 2017 and 2018, graduation rates are reported for students who are at-risk.

The cohort of students who were expected to graduate in 2017 was updated during the 2017-18 school year as a part of metric calculation confirmation for the school report cards.

Office of the State Superintendent of Education

Title	Q10 Attachment 2 - Outcomes.xlsx
Table of Contents	Data_Notes: Details of Spreadsheet
	2019_EntranceExams: Participation in college entrance exams for ACGR 4-Year Cohort
	2018_EntranceExams: Participation in college entrance exams for ACGR 4-Year Cohort
	2017_EntranceExams: Participation in college entrance exams for ACGR 4-Year Cohort
	2019_CollegeEnrollment: College enrollment for ACGR 4-Year Cohort
	2018_CollegeEnrollment: College enrollment for ACGR 4-Year Cohort
	2017_CollegeEnrollment: College enrollment for ACGR 4-Year Cohort
	2019_Outcomes: Outcomes of ACGR 4-Year Cohort
	2018_Outcomes: Outcomes of ACGR 4-Year Cohort
	2017_Outcomes: Outcomes of ACGR 4-Year Cohort
	SY2015_16: Student counts and percents of college examinations and outcomes for student in the graduating class of 2016
Data Source	This Oversight Hearing question utilizes College Board and ACT data, National Student Clearinghouse Data, University of District of Columbia Enrollment Data, and Adjusted Graduation Cohort for the cohort of students who were expected to graduate in 2019.
Data Notes	Schools that closed during the 2018-19 school year are excluded from reporting.
	To protect privacy, OSSE has suppressed information and reported ranges when publishing the information could potentially identify individual students.
	All students who never enroll in a high school diploma-granting institution and only ever enroll in DYRS, IYP, YSC or CHOICE are members of the “State” cohort -- a distinctly differetn category than the overall "Total" Cohort.
	College enrollment rates reported in this file reflect the percentage of students belonging to the 4-year ACGR cohort who enrolled in a postsecondary institution. The DC School Report Card reports different measures of postsecondary enrollment (6 and 12-month postsecondary enrollment rates among graduates of a given year).

	Data Suppression: 1. The numerator and denominator of a metric receive the value of "n<10" if their value is less than 10. 2. The numerator of a metric receive a value of "DS" if the denominator is greater than or equal to 10 and the numerator is less than 10. 3. The percentage of a metric receives a value of "<5%" if the denominator is greater than or equal to 10 and the numerator is less than 10 and the percentage is less than 5%.

Office of the State Superintendent of Education

Overview:

This report contains the final school-, LEA and State-level 2018-19 Partnership for Assessment of Readiness for College and Careers (PARCC and the Multi-State Alternate Assessment (MSAA) performance results in

Definitions:

• The Partnership for Assessment of Readiness for College and Careers, or PARCC, is the District of Columbia's annual assessment of mathematics and English language arts/literacy (ELA)

• The MSAA is a comprehensive assessment system designed to promote higher academic outcomes for

Table of Contents:

• The State Performance tab lists the statewide percentage of student group performances, and valid participants by subgroup, assessment type, enrollment grade, and subject. The state tab lists the percentage of students meeting or exceeeding expectations (Subclaim 1), students nearly meeting expectations (Subclaim 2), and those below expectations (Subclaim 3).

• The LEA Performance tab lists the LEA percentage of student group performances, percent level of achievement, and valid participants by student group, LEA and LEA code, enrollment grade, and subject. The LEA tab also lists the percentage of students meeting or exceeeding expectations (Subclaim 1), students nearly

Data navigation tips:

• On the PARCC assessment, it is permissible for middle school students to take high school course-based mathematics assessment in lieu of their grade level assessment. For example, a 7th grade student could take the Algebra I or the Geometry math assessment instead of the 7th grade math assessment. This report allows users to view the results of middle school students overall and by the assessment the students took. Here are some examples of ways the data can be filtered to view results of a specific group of students on a specific assessment.

- To view the results of all students enrolled in 7th grade, filter the "Grade of Enrollment" field to 'Grade 7' and the "Tested Grade/Subject" field to 'All'

Please note that due to the 'Full Academic Year' criteria, in the Achievement aggregations, the values in the school and LEA aggregations may not align. Due to the full academic year criteria, only students who were enrolled for the full academic year at the 'School' level are included in the School Level achievement aggregations whereas the LEA level aggregations include students who were enrolled for the full academic year at the 'School' and 'LEA' levels. Therefore, even if an LEA has just one school, the LEA and school level results

Performance Reporting Rules:

• Students must receive a valid score on a required assessment. For full details on the policy for participation in the required statewide assessments, refer to the "Districtwide Assessments Participation and Performance

• Students must be identified as a participant for the purposes of calculating the statewide assessment

• Students must be enrolled for the Full Academic Year (FAY) to be counted for performance calculations.

(1) Students will be deemed enrolled for the FAY at their school if they are enrolled in the same school for 85% of the school days between the official Enrollment Audit count day (October 5, 2018) and the first day of the State assessment window for 2017-18 for each of the required assessments.

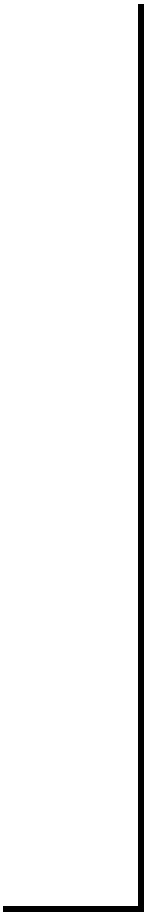
(2) Students will be deemed enrolled for the FAY at their LEA if they are enrolled in the same LEA for 85% of the school days between the official Enrollment Audit count day (October 5, 2018) and the first day of the State assessment window for 2017-18 for each of the required assessments.

(3) FAY applies to MSAA and PARCC. The assessment windows are as follows:

• Students who take optional high school assessments are not included in performance reporting. (The required high school assessments are Geometry or Integrated Math II or English II. For students who take Geometry or Integrated Math II prior to high school, the required high school mathematics assessment is Algebra II or
• Students in grades 7 and 8 who take high school course-based mathematics assessments are counted for performance reporting, as the high school course-based assessment takes the place of the required grade-level
• Students who earned summative scores but who took "off-grade" tests will be excluded from performance reporting (e.g., students enrolled in grade 4 but took the Grade 3 mathematics test would be excluded from

Other:

• Recently arrived EL students first enrolled in U.S. schools within 12 months from the first day of the previous year's test window are not included in local 2017-18 assessment performance results reporting. Note: A student may only be eligible for this exception once.
• For the EL subgroup, students who exited LEP/EL status within the past two years are included in performance reporting.
• The minimum number of students in a school and/or subgroup for aggregating performance is 10, and for participation is 40.
• For 2018-19 assessment reporting and accountability reporting, the subgroup for At Risk will be provided, which represents students At-Risk as defined by UPSFF and includes students who are homeless, under the care of the District's foster care system, qualify for TANF or SNAP, or are high school students who are overage. OSSE has not reported on Economically Disadvantaged since the 2017-18 reporting cycle. Economically Disadvantaged previously was calculated using multiple inputs, one being students eligible for free and reduced-price meals, including students attending schools receiving the community eligibility provision. This change was made to provide clearer information about school and student performance, as At-Risk is calculated at the student level, while the Economically Disadvantaged label can include whole-school designations, thus obscuring some



Title
Table of Contents
Data Source
Data Notes

Office of the State Superintendent of Education

Oversight 2019 Q16 Attachment - Capacity, Enrollment , and Utilization of Infant, Toddler, and Pre-K Programs
Data_Notes: Details of data file
FY17: Capacity, enrollment, and utilization for FY17
FY18: Capacity, enrollment, and utilization for FY18
FY19: Capacity, enrollment, and utilization for FY19
Population Estimate
FY18 - FY19: This Oversight Hearing question utilizes DEL Licensing (DELLT) as of September 30, 2018 for FY19; Subsidy Provider Payment (EIMS) as of September 30, 2018; Subsidy Enrollment (OECD) between 10/1/2018 and 09/30/2019; Enrollment audit as of 10/5/2019 for FY19.
1) The Data tabs contain enrollment and capacity information for subsidized child care by ward and program type, as well as the rate of utilization of subsidy slots. 2) Age classifications for infant, toddler, and preschool age groups are based on categories from the National Association for the Education of Young Children; Infant: 0-15 months, Toddler: 12-36 months, Preschool: 30-60 months. 3) The number of licensed facilities and corresponding capacity is as of January 1st of the respective year. 4) The enrollment figure includes any child who was enrolled at least five days. 5) Multiple students could fill a given slot over the course of the year due to student mobility. Therefore the cumulative enrollment across the fiscal year may exceed capacity for a given site or group of sites, yielding a utilization in excess of 100%. 6) We are unable to provide the number of infants and toddlers residing in the District by ward. However, the District of Columbia's Office of Planning cites United States Census Bureau – American Community Survey (ACS) 5-year estimates for the number of children under 5 years old by ward. 7) We are unable to provide capacity, enrollment, and utilization of infant, toddler, and Pre-k Program for FY20 Q1 because of unavailability of authoratative data for that time period.

UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF COLUMBIA

D.L., *et al.*,	)	
	)	
Plaintiffs,	)	
	)	
v.	)	**Civil Action No. 05-1437 (RCL)**
	)	
DISTRICT OF COLUMBIA, *et al.*,	)	
	)	
Defendants.	)	
	)	

DEFENDANTS' AUGUST 30, 2019 REPORT
ON NUMERICAL AND PROGRAMMATIC REQUIREMENTS

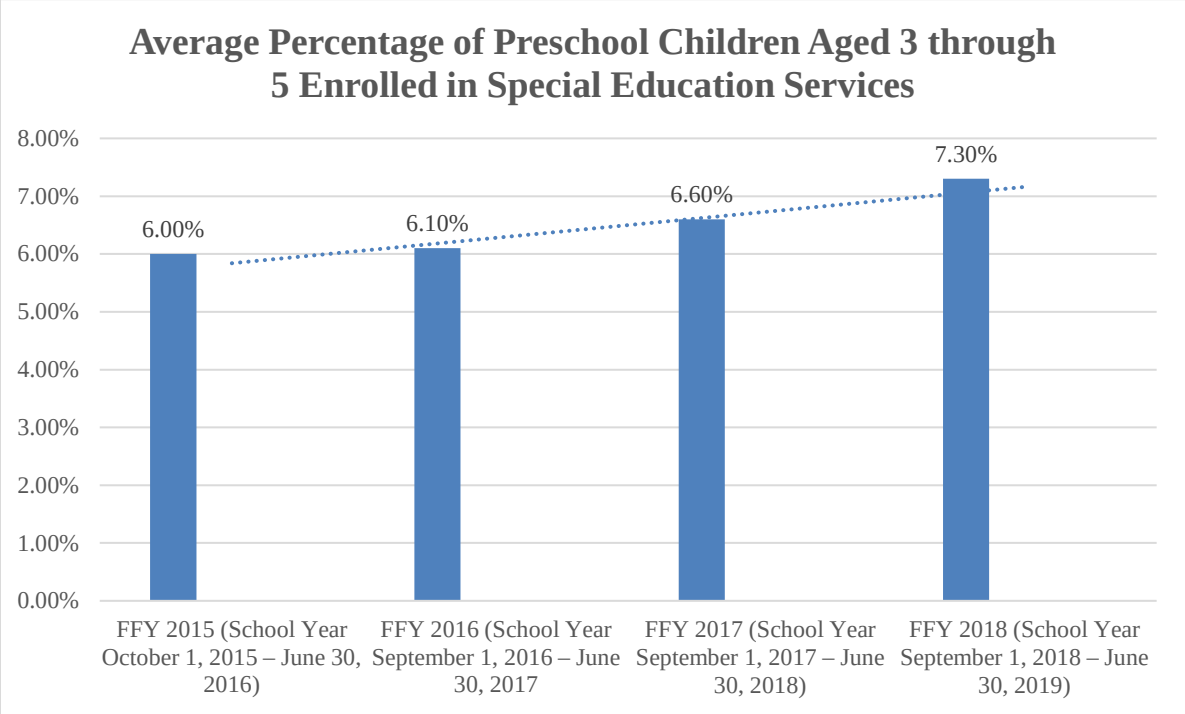
INTRODUCTION

During this reporting year, the District of Columbia (the District), through the Office of the State Superintendent of Education (OSSE) and District of Columbia Public Schools (DCPS) took several noteworthy, affirmative steps to elevate the level of engagement between the plaintiffs and key District education personnel and to address programmatic barriers to achieving and sustaining compliance with the injunction across the full education sector. As plaintiffs explained in their August 22, 2019 notice [601], this included engaging a third-party neutral—Clarence Sundram—to work with both Parties in the interest of developing a more efficient, collaborative approach to the Parties' relationship. This crucial shift is well underway and has already proven constructive: The Parties held the first of a series of quarterly meetings on August 21, 2019, to engage on high-level programmatic challenges, and the initial meeting resulted in a number of concrete actions-items, including, for example, OSSE improving its engagement of the Public Charter School Board (PCSB) in an effort to better support public charter schools serving members of the plaintiff class.

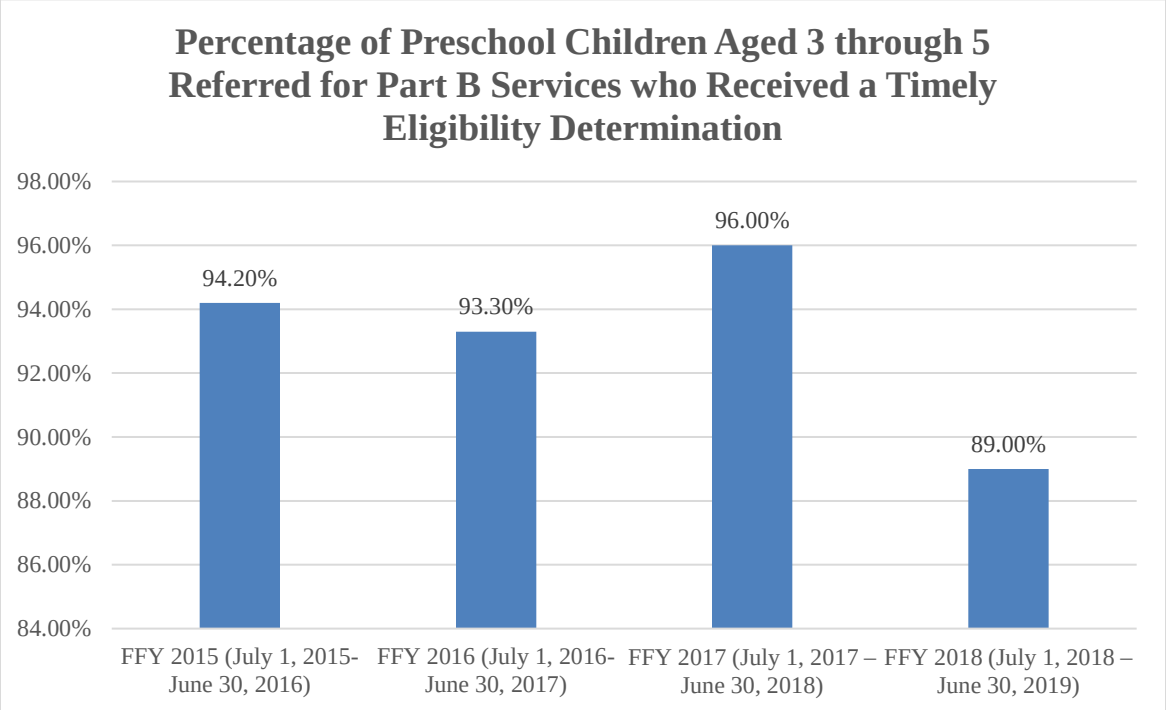
Based in part on recommendations from Mr. Sundram, the District also identified four focus areas for system-wide programmatic improvement, beginning during the 2019-20 school year, including focused LEA monitoring, technical assistance and LEA capacity building, specialized instruction tracking, and the development of a data visualization dashboard. Two of these already are in an implementation phase and are likely to earn near-term gains for compliance with the Court's injunction: OSSE's revised monitoring framework, which ranks LEAs into compliance "tiers" focusing on subclass-specific outcomes and offers corresponding supports, rolled out on August 5, 2019, with the start of school; and city-wide tracking of specialized instruction delivery, which will eliminate the use of a "proxy" for receipt of specialized instruction, is likewise underway. OSSE's enhanced focused monitoring ensures a sustainable State oversight system, designed to improve student outcomes by directly linking data to LEA support resources. The District consulted with, and will continue to consult with, plaintiffs regarding these initiatives, and will update the Court on any developments in its next regular reporting.

NUMERICAL REQUIREMENTS

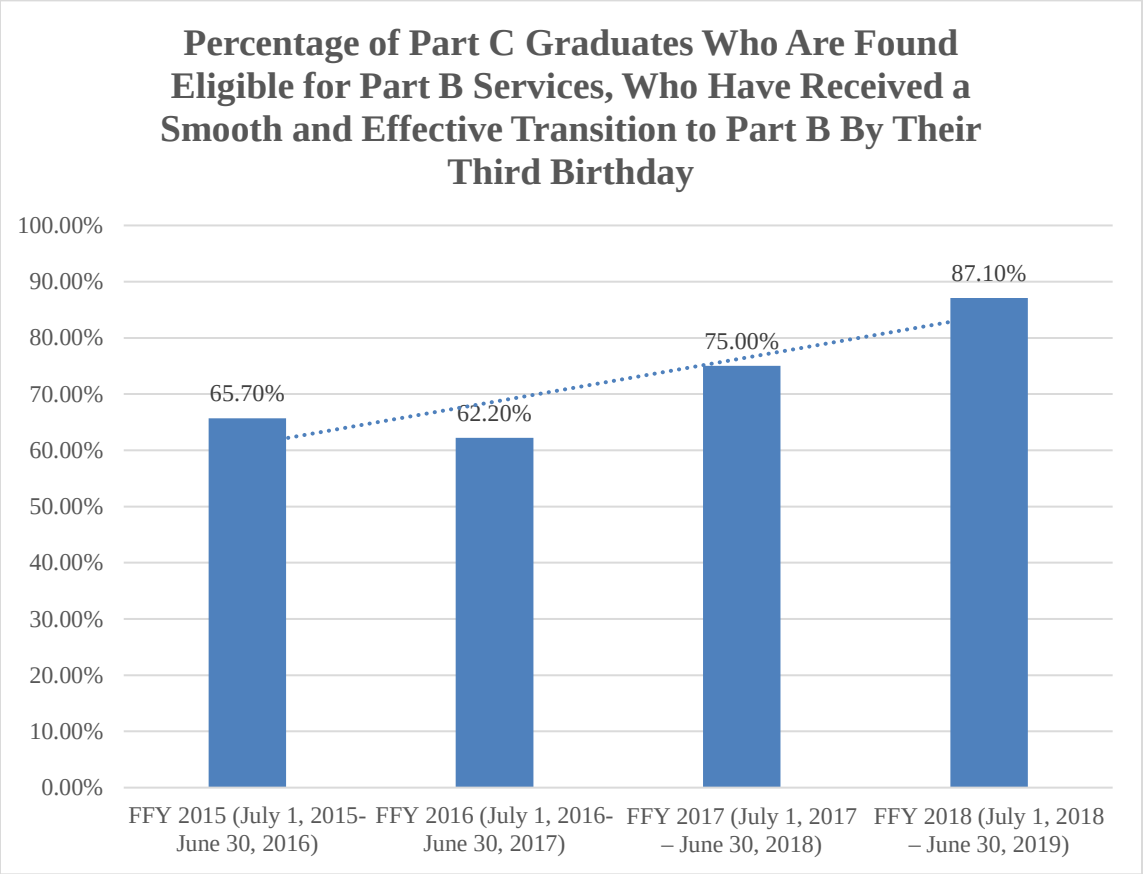
FFY 2015-2018 Annual Numerical Performance: Subclass I



FFY 2015-2018 Annual Numerical Performance: Subclass III



FFY 2015-2018 Annual Numerical Performance: Subclass IV



FFY 2018 Monthly Performance for Subclass I (Enrollment Percentage)

Month	Enrollment Percentage
July 2018	0.8%
August 2018	0.9%
September 2018	6.3%
October 2018	6.8%
November 2018	7.0%
December 2018	7.0%
January 2019	7.2%
February 2019	7.6%
March 2019	7.7%
April 2019	7.9%
May 2019	7.9%
June 2019	7.8%
Average of September 2018 – June 2019	7.3% = (1,881/25,679)

FFY 2015-2017 Monthly Performance for Subclass I (Enrollment Percentage)

FFY 2015	
Month	**Enrollment Percentage**
October 2015	5.6%
November 2015	5.8%
December 2015	5.9%
January 2016	5.9%
February 2016	6.0%
March 2016	6.1%
April 2016	6.0%
May 2016	6.2%
June 2016	6.3%
Average of October 2015 – June 2016[1]	6.0%= (1,438/24,040)

FFY 2016	
Month	**Enrollment Percentage**
July 2016	0.6%
August 2016	0.6%
September 2016	5.6%
October 2016	5.9%
November 2016	6.1%
December 2016	6.1%
January 2017	6.0%
February 2017	6.1%
March 2017	6.2%
April 2017	6.3%
May 2017	6.3%
June 2017	6.3%
Average of September 2016 – June 2017	6.1% = (1,535/25,235)

[1] As noted in the August 31, 2018 report, for FFY 2015, this metric includes only those months for which the District has available data (October – June 2016).

FFY 2017	
Month	**Enrollment Percentage**
July 2017	0.8%
August 2017	0.9%
September 2017	5.9%
October 2017	6.4%
November 2017	6.6%
December 2017	6.6%
January 2018	6.6%
February 2018	6.7%
March 2018	6.8%
April 2018	6.7%
May 2018	6.9%
June 2018	6.9%
Average of September 2017 – June 2018	6.6% = (1,675/25,346)

Discussion of Data

The updated business rule for Subclass I reflects the agreement of the Parties to include in the monthly enrollment percentage those students meeting the enrollment requirements as of the first day of each month from September through June of the reporting year. In prior reports, the Subclass I metric had been calculated as cumulative annual enrollment. All monthly enrollment percentages reported above (FFY 2015-2018) are based on the revised business rule for Subclass I. As noted above, the reported annual enrollment metrics are averages of the 3- to 5-year-olds enrolled on the first day of each school-year month—September through June.

The business rule for Subclass III has been updated to align with DC Code § 38-2561.02 and 5-E DCMR § 3005.2(a), which changed the initial evaluation timeline under local law. Under the revised law, as of July 1, 2018, an eligibility determination is considered timely if it is completed within 60 days from the date that the student's parent or guardian provides consent for the evaluation or assessment, reducing this time from 120 days from referral to eligibility determination.[2] As a result of this new requirement, the Subclass III data reported above for children referred on or after July 1, 2018 reflects the percentage of timely eligibility determinations for children based on the 60-day initial evaluation timeline, measured from the date of consent for evaluation to the date of the child's eligibility determination.

Following discussions between the Parties, beginning in FFY 2019, the District will include in its Subclass III calculation the additional requirement that LEAs make reasonable efforts to obtain parental consent within 30 days from the date of referral. D.C. Code § 38-2561.02(a)(2)(A). The District will report the Subclass III data inclusive of the reasonable efforts requirements for FFY

[2] The LEA also must "make reasonable efforts to obtain parental consent within 30 days from the date the student is referred for an assessment or evaluation." D.C. Code § 38-2561.02(a)(2)(A).

2019 (2019-20 school year) in the August 2020 Court report. This is a good faith effort at collaboration and compromise, made without prejudice to either party's position as to whether the Subclass III numerical requirement of the Court's injunction was intended to encompass a reasonable efforts requirement for obtaining parental consent, as implemented by D.C. Code § 38-2561.02.

PROGRAMMATIC REQUIREMENTS

The following report summarizes the District's continued adherence to the programmatic requirements of the Court's May 18, 2016 Order.

Paragraph 308(a): *The District shall maintain and regularly update a list of primary referral sources, including physicians, hospitals, and other health providers; day care centers, child care centers, and early childhood programs; District departments and agencies; community and civic organizations; and advocacy organizations. The District shall also develop a system to track frequency of contacts with the referral sources to ensure that outreach occurs on a regular basis.*

DCPS continues to maintain and regularly update a list of primary referrers in the DCPS Early Stages database and track communications with these primary referrers as described in the December 2016 Report. Since March 1, 2019, 30 new organizations have been added (15 child development centers/home-based/cooperatives, eight community organizations, including transitional housing and family support centers, and seven medical and mental health centers). One third of these new organizations are current outreach targets for which DCPS is in the process of establishing referral relationships.

Paragraph 308(b): *The District shall develop and publish printed materials targeted to parents and guardians that inform them of the preschool special education and related services available from DCPS, the benefits and cost-free nature of these services, and how to obtain the services. These materials shall be written at an appropriate reading level and be translated into the primary languages spoken in the District. These materials shall be distributed to all primary referral sources (e.g., medical professionals and child care staff), public and public charter schools, public libraries, Income Maintenance Administration Service Centers, public recreation facilities, and other locations designed to reach as many parents or guardians of preschool children who may be eligible for special education and related services as possible.*

DCPS Early Stages developed three main outreach documents that inform parents and guardians of preschool special education and related services available from DCPS. The documents, described in the December 2016 Report, are: Frequently Asked Questions, Developmental Milestones, and Social Emotional Development. These documents are written at an appropriate reading level. Additionally, DCPS translated these documents into the primary languages spoken in the District and continues to post them to the DCPS Early Stages website. DCPS also distributes these documents city-wide to medical professionals, child care staff, public schools and public charter schools, public libraries, social service agencies, and other types of primary referrers and community organizations.

DCPS Early Stages redesigned and launched its website in late April 2019. The goals of this redesign were to: (1) create dedicated pages in each of the primary languages spoken in the District, in order to provide greater ease of access to materials in other languages; (2) make the website easier to navigate for all users, with a focus on those areas most useful to visitors based on page visit analysis; (3) make the website more functional on mobile devices in response to the need of many families who access it that way; and (4) enhance the referral form to capture date required

for enrollment earlier in the referral process. The website address remains the same—earlystagesdc.org.

Paragraph 308(c): The District shall develop, publish, and distribute tailored printed materials targeted at primary referral sources to inform them of the preschool special education and related services available from DCPS, the benefits and cost-free nature of these services, and how to make a referral. These materials shall be used in conjunction with regular contacts with primary referral sources to increase the usefulness of the materials.

DCPS Early Stages developed and continues to publish and distribute the handouts, tailored materials, and professional development trainings described in the December 2016 Report. It uses these handouts, materials, and trainings in conjunction with outreach and regular contacts with primary referrers. During spring 2019, DCPS updated its professional development brochure, highlighting opportunities for primary referring agencies and noting DCPS' ability to partner with them to deliver parent workshops as well. This brochure is available for download on the DCPS website.

Paragraph 308(d): The District shall ensure that Early Stages outreach staff (e.g., the Child Find Field Coordinators) contact primary referral sources or a staff member in the primary referral source's office who are instrumental in making referrals at least once a month until a referral relationship is established and then every three months thereafter. The initial meeting shall be face-to-face whenever possible when pursuing referrals from new referral sources and then less frequently thereafter, using the method of contact preferred by the referral sources (e.g., e-mail, texting, or telephone calls).

DCPS Early Stages continues to build and maintain relationships with primary referrers using the approach described in the December 2016 Report, which includes tracking and monitoring outreach via the DCPS Early Stages database. In addition, the DCPS child find team strengthens referral source relationships by targeting referrers with whom DCPS Early Stages has a referral relationship but who are not referring as anticipated (*e.g.*, those who received training from DCPS Early Stages within the last year but have not referred). Each ward-based Child Find Field Coordinator (CFFC) selects three of these referrers every six months to target for a needs assessment with the goal of understanding and resolving any barriers to referral.

One recent example of the value of this approach was the targeting of the two high-volume medical clinics in Wards 1 and 8 with the highest rates of parental disengagement after referral. Working in partnership with primary medical providers at these sites, an agreement was reached to pilot two strategies: (1) a referral checklist for physicians to use in discussing the Early Stages process with their clients, and (2) a reminder postcard that the physician can provide to the client that contains the Early Stages employee's direct contact information. **During the six-month period of study, disengagement rates for referrals from these two sites dropped from 60% to 16%, and referrals from the Ward 8 site more than doubled.**

Paragraph 308(e): The District shall accept both oral and written referrals at the start of the eligibility determination process, make multiple attempts using different forms of communication (e.g., telephone, postal mail, and e-mail) to contact the parent or guardian of a referred child, and,

upon obtaining consent of the parent or guardian, provide feedback to the referral source regarding the outcome of the referral in a timely manner.

The processes for facilitating and responding to referrals remains consistent with the information reported in December 2016. Families are engaged using a due diligence procedure that requires a minimum of three communication attempts in two or more modalities (including phone, email, or text), all of which must begin no later than ten (10) business days from the referral date. The ten-business-day requirement was included in revisions to 5-E DCMR § 3005.2(c).

In March 2018, DCPS Early Stages began sending an initial letter to families being scheduled for evaluations that provides additional context for parent engagement efforts, further improving communication between families and DCPS Early Stages staff. DCPS Early Stages also continues to engage relevant third parties to assist in the evaluation process and provide feedback to third-party referrers as described in the December 2016 Report. The DCPS Early Stages database ensures that this feedback occurs by generating reminders for CFFCs to initiate communication at the point of initial referral and again at the conclusion of the referral. In cases where referrals that come to Early Stages are being managed by the school where the child is enrolled, Early Stages tracks the progress of the referral and updates the referrer when the school has completed its work. This preserves the referral relationship between the referrer and the CFFC. Feedback to referrers is tailored on a case-by-case basis to the core aspects of each child's referral and evaluation.

OSSE continues to collaborate with multiple parties to ensure smooth implementation of the Enhanced Special Education Services Amendment Act of 2014. OSSE also continues to provide real-time student-level data to LEAs via the LEA Performance & Planning report. OSSE continued to convene the Early Childhood Education Working Group, focusing on aligning C-B transition practices across the education sector. Each of these efforts and initiatives are described in greater detail in prior reporting.

Paragraph 308(f): The District shall assign each family served by Early Stages a single staff member to act as its "case manager" throughout the screening, evaluation, eligibility determination, and IEP process to ensure that families have the necessary information to understand the purposes and functions of all aspects of the Early Stages process and procedures.

DCPS Early Stages continues to assign a dedicated Family Care Coordinator (FCC) to each child find (Part B) family and a dedicated Evaluation Coordinator (EC) to each transition (Part C) family whose child is recommended to complete the DCPS Early Stages evaluation process. The role of the dedicated staff member remains the same as described in the December 2016 report.

As reported in February 2018, OSSE Strong Start restructured the service coordination model for Part C to Part B transitions, such that a single Part C service coordinator is assigned to each family throughout the duration of the transition or extended Individual Family Service Plan (IFSP) process. OSSE Strong Start conducted internal trainings and holds regular monthly internal meetings with the service coordination teams. OSSE Part C service coordinator training includes more in-depth transition training, extended IFSP option trainings, and a joint workshop with DCPS Early Stages to prepare for the children with an Extended IFSP who must exit. OSSE Strong Start

utilizes previously reported Subclass data to promote consistency throughout the referral, initial evaluation, IFSP development, and transition process, ensuring Part C staff have the tools to deliver necessary information regarding the transition to Part B processes to families.

OSSE further developed a Standard Operating Procedure (SOP) to ensure consistency in transition notification to charter LEAs, among others. This safeguard was pursued, in part, in response to a request for further clarity identified in defendants' Supplemental Memorandum Regarding Defendants' August 31, 2017 Report [589]. This SOP requires service coordinators to contact the LEA within three business days after a family communicates the intent to access a free and appropriate public education (FAPE) at the LEA. Documentation of the family's intent to discontinue Early Intervention services and to receive FAPE through an IEP is maintained in the child's Part C services record. OSSE continues to provide technical assistance to charter LEAs on best practices for participation in transition conferences through the Early Childhood Special Education working group and the Early Childhood Transition FAQ. OSSE engaged charter LEAs and DCPS in a collaborative discussion of the legal requirements and practical benefits of sharing LEA program information and coordinating a charter school's role in the evaluation process when a child is pre-enrolled in a charter LEA. Additional information on the topic areas addressed by the working group are discussed below in section 309(b).

Paragraph 308(g): The District shall maintain a central location that: accepts formal and informal referrals; conducts initial meetings, screenings, assessments, eligibility determinations, IEP development, and offers of placement; and permits parents to register their child with DCPS.

DCPS Early Stages continues to maintain two locations: 1125 New Jersey Avenue NW and 4058 Minnesota Avenue NE. All of the services described in paragraph 308(g) are still available at each location as explained in the December 2016 Report.

Paragraph 308(h): The District shall regularly assess the need for and, as necessary, open additional satellite sites to perform the same functions in other wards or use a mobile evaluation unit that is able to perform these functions at multiple locations throughout the District as more children are located who may be in need of preschool special education.

DCPS Early Stages continues to monitor trends in caseload assignments and initial eligibility timeliness as described in the December 2016 report and remains appropriately staffed and located.

During the 2019-20 school year, DCPS will continue its policy of placing responsibility for the evaluation process for preschool-age children with the DCPS elementary schools in which they are enrolled. As reported previously, this aligns with existing DCPS procedures for older children and the evaluation process for charter schools PK3-12. DCPS Early Stages will continue to perform all the functions it currently performs, including accepting and confirming referrals from any source and providing updates to referrers about child outcomes. During the 2018-19 school year, Early Stages played a significant role in building capacity and providing technical assistance to schools and developed tools in collaboration with central office staff to monitor and report school performance. In July 2019, DCPS conducted mandatory policy sessions with all school leaders and their teams to review core special education requirements, including child find obligations. Sessions held for elementary principals included a refresher on key requirements

outlined in the Order and also previewed OSSE's new requirements for LEAs related to tracking specialized instruction. Principals are required to provide turnkey training on the content during pre-service week.

In addition, DCPS Early Stages and the Division of Specialized Instruction conducted mandatory training with all elementary school principals in July 2019 to review school-level and DCPS-level performance from the 2018-19 school year, and to discuss areas for improvement during the 2019-20 school year.

DCPS' summer pre-service sessions for teachers include mandatory training from Early Stages and the Office of Early Childhood in the administration of the ASQ screening tool. Central office and school-based staff received trainings and resources to support this work. Also as a part of annual work to support DCPS-level child find efforts, the Pre-K Child Find Policies and Procedures Manual that was developed last year is being reviewed and updated as necessary.

Paragraph 308(i): The District shall conduct regular screenings of preschool-age children in each ward of the District, and especially in wards in which children experience multiple risk factors.

DCPS Early Stages continues to facilitate and promote regular developmental screening across the District and target organizations in every ward for training and technical assistance to support screening efforts as described in the December 2016 Report. As previously reported, during the 2018-19 school year, DCPS newly required that developmental screening for all PK3 and PK4 children be completed within 45 days of the start of school or the first day the child attends school for all children newly enrolling in all DCPS schools, and **97.3% of enrolled children were screened within that time period.** The strategies employed to achieve that goal last year will remain in place this year, including onsite visits to each school team within the first few weeks of school to monitor screening progress and support implementation. DCPS principals and LEA representative designees will retain access to a dashboard so they can easily monitor completion of the screening work as well as any follow up actions that were required by the LEA. Additionally, the 45-day screening requirement is enforced at child care centers, specifically Pre-K Enhancement and Expansion programs. Child care centers are required to report screening results to either OSSE Strong Start or DCPS Early Stages and this is monitored by the OSSE Division of Early Learning (DEL).

Paragraph 308(j): The District shall use existing data (e.g., medical records and reports of prior assessments) at the time of referrals to the extent possible, especially for children from Part C to Part B services, to eliminate unnecessary and duplicative screenings and assessments for eligibility determination purposes.

The analysis of existing data remains an IDEA and state-level requirement of the special education evaluation process for all LEAs, and compliance is ensured via the State's SEDS database. To reinforce these requirements, the mandatory OSSE Child Find and Initial Evaluation professional development sessions described above included guidance to LEAs related to the importance of analyzing a broad range of existing data, including health records, data from early childhood settings, and early intervention data, as applicable. Additionally, OSSE released clarifying guidance on this process in the 2018-19 School Year Special Education Updates Guidance, and

added, "Part C or other early childhood data or information," as a data source option available when completing each area of concern on the analysis of existing data page in SEDS. In conjunction with the above described enhancement of Part C referral source specificity in SEDS, these changes contribute to ensuring LEAs consider a broad range of existing data throughout the initial evaluation process.

As described in prior reporting, OSSE Strong Start now uses the Battelle Developmental Inventory, Second Edition (BDI-2) instead of the Bayley Scales of Toddler Development (Bayley), as the assessment tool for children who are transitioning to Part B. At the time of transition, the most recent BDI-2 evaluation report (conducted within the past six months), along with information from the Assessment, Evaluation and Programming System (AEPS) is submitted to DCPS Early Stages to assist with determining eligibility for the Part B program.

In addition, OSSE continues to review and revise its guidance related to students transitioning from Part C to B, including clarification on the use of existing data during the part B eligibility determination process and other procedural matters of importance to the Court. In this effort, OSSE released clarifying guidance to LEAs in the 2018-19 School Year Special Education Updates Guidance as discussed above.

The internal policies of DCPS Early Stages remain the same as described in the December 2016 report, for both child find and Part C transition referrals.

Paragraph 308(k): The District shall accept all children exiting Part C who have identified disabilities or significant developmental delays as presumptively eligible for Part B in order to ensure that they do not experience a disruption in services. Presumptively eligible for preschool education means that the information available at the time of the referral of a child—when he or she is nearly three years old and is about to transition from Part C to Part B—shall be presumed to be sufficient to make a decision about the child's eligibility for Part B special education services, unless indicated otherwise by the Part B IEP Team. The Part B IEP Team may find, after reviewing the information available at the time of the referral of the child, that additional data is needed in order to make an eligibility determination. If the Part B IEP Team finds that additional data is needed in order to make an eligibility determination, the child may not begin receiving Part B services prior to an evaluation to determine the child's eligibility for such services. In all cases, including where the existing data are sufficient and where the Part B IEP Team determines that additional data are needed, defendants shall ensure that the Part B eligibility determination is completed prior to the child's third birthday, so that children eligible for Part B special education and related services experience no disruption in the receipt of services.

The District continues to operate in alignment with this requirement. Programmatically, there have been no changes since December 2016 in how DCPS Early Stages works with OSSE's Strong Start program to provide a smooth transition for Part C enrolled children into the DCPS Early Stages eligibility process. Early Stages has continued the practice of describing the review of a child's Part C record in a SEDS module as opposed to entering a separate report related to the review in SEDS. Because of this change, SEDS now clearly reflects when an evaluation team proceeded directly to an eligibility meeting based on Part C data versus when additional assessments were required.

As noted in previous reports, the mandatory Child Find and Initial Evaluation professional development sessions conducted by OSSE clarified requirements related to paragraph 308(k). Additionally, OSSE Strong Start and DCPS Early Stages leadership continue monthly meetings to discuss the transition process overall and a variety of more specific service and process related topics. During this reporting period the focus continued to be on monitoring the system for careful tracking and documentation of transition meeting invitations and referral dates, the monthly review of children who did not receive a transition meeting to ensure that no children were left behind in the transition process without a documented reason, the review of specific case scenarios, and the analysis of changes needed in the Strong Start Child Find Data System to improve the transition process documentation and monitoring.

Paragraph 308(l): The District shall maintain a reliable data-sharing system between Part C and Part B to ensure that Early Stages receives an ongoing monthly report of all children who will be aging out of Part C within the following six months in order to ensure timely transition meetings.

DCPS Early Stages and OSSE Strong Start continue to work together to ensure timely transition meetings for Part C children in the ways described in the December 2016 Report. Effective August 1, 2018, the invitation to the transition conference serves as each transitioning student's referral date, beginning the evaluation timeline. OSSE communicated this process modification to LEAs in the 2018-19 School Year Special Education Updates Guidance, LEA Special Education Point of Contact webinars, and at the OSSE Start of School Summit. Notification from OSSE Strong Start continues to be received monthly by DCPS Early Stages through a secure file transfer site, acting as a backstop to ensure all students receive a timely transition. Children on this list are immediately entered into the Early Stages database and tracked in a report that is managed by the Transition Analysts at Early Stages. This report groups children into four categories ("Awaiting Invitation," "2.8 with No Meeting Invitation," "2.9 with No Meeting Invitation," and "Meeting Invitation Received"), and children remain in this report until a meeting invitation or other outcome is documented for each one. Additionally, this report is available at any time to Strong Start leadership directly through the Early Stages database, and it can be updated to include information that might impact the transition process (*e.g.*, a child on the notification list has moved out of the District and no transition conference will be held). Review of this report is a standing agenda item of the monthly Strong Start/Early Stages coordination meeting so that every child is accounted for.

In addition to these safeguards, OSSE maintains an enhanced data review protocol for monitoring transitions from the State level to ensure that they are smooth and effective. Effective July 30, 2018, the State provided the special education coordinator at each LEA with notice of 3- to 5-year-old students with an IEP or Extended IFSP who are transitioning into their LEAs. Based on LEA feedback, OSSE has incorporated this data into the existing, LEA-facing Early Access to Students with Disabilities Data application available to assist with the coordination of special education services at the start of school. Additional information regarding this application is discussed below in section 308(m). The continuous and real-time availability of this data allows LEAs to plan for the anticipated service needs of 3- to 5-year-olds during start of school resource planning. OSSE also developed a Start of School Checklist for LEA Special Education Points of Contact document addressing LEAs' receipt of transitioning students at the start of the school year. Through this

approach, OSSE continues to provide technical assistance to charter LEAs regarding the transition process and service delivery implementation requirements.

Paragraph 308(m): The District shall maintain a reliable database system for tracking children through the Child Find process: from referral to eligibility determination and, if eligible, IEP development, placement, and provision of identified services.

All data collection, integrity, maintenance, and support processes originally described in the December 2016 report remain in place. In addition, as shared in meetings with plaintiffs' counsel, during the 2016-17 school year, OSSE introduced a Unified Data System Error (UDE) Report. The UDE process continues to provide LEAs access to real-time reporting of current and historical data anomalies and is supported by guidance (*e.g.*, actions and timeframes for resolving anomalies) and ongoing technical assistance from OSSE.

OSSE also continues to make the Qlik Related Services Management Report (RSMR) available to LEAs. This tool provides student level and aggregate related service data to LEA service providers and administrative staff, which allows LEAs to make more informed decisions around staffing needs, scheduling, and accountability for service delivery. LEAs continue to provide OSSE with feedback indicating that the Qlik RSMR is a well-received enhancement to the existing related services logging module in SEDS.

In May 2017, OSSE further implemented the Qlik Early Access Students with Disabilities Data application to ensure compliance with the requirement for tracking students through the child find and evaluation processes. This tool provides LEAs with access to student records for completion of the evaluation process during a summer term in which access would typically be delayed until the start of the next school year. The 2019-20 Early Access to Students with Disabilities Data Application included a notification for LEAs of children who were under the age of 6 by September 30, 2019 and who had previously received IDEA Part C services. Due to student record protections, students were excluded from the notification in the application if the parents had either opted-out of sharing Part C data with Part B during the transition process or had subsequently revoked consent for IDEA services. The inclusion of this information in the Qlik Early Access Tool will further enhance charter LEA and DCPS coordination for transitioning children.

The OSSE LEA Data Management Policy issued in December 2017 remains in effect, clarifying OSSE and LEA data management roles and responsibilities as part of the District's ongoing efforts to ensure valid, reliable, and timely data collection and reporting.

Paragraph 308(n): The District shall maintain a reliable system for tracking the number and type of placements available for preschool special education and related services throughout the year and expanding the number and types of placement as needed.

The District continues to comply with these requirements as described in the December 2016 Report. During 2018, DCPS Early Stages developed a dynamic tracking system that displays available preschool special education seats and allows DCPS to make more accurate preschool placement projections. This system worked effectively during the past school year and was updated in June to include all placements for the 2019-20 school year.

Paragraph 309(a): The District shall develop and apply consistent operational definitions for each of the numeric benchmarks.

The District has developed operational definitions, also referred to as "business rules," for each of the numerical benchmarks. These definitions serve as the basis for the annual and monthly figures reported under the Court's Order and were initially provided to plaintiffs along with the data underlying the calculations in the August 2017 and 2018 reports. As described in the August 2018 and 2019 reports, the District conducts ongoing review of all relevant business rules and underlying data systems to enhance reporting and continued accuracy. The District provided plaintiffs with drafts of the FFY 2018 data business rules used for the above numerical reporting and incorporated their feedback into the revised versions prior to finalizing them. The District still relies on an updated version of its SOP for LEA efforts to contact parents, as described in prior reporting.

Paragraph 309(b): The District shall understand and ensure that its staff understand the purpose of the benchmarks and the IDEA requirements so that it can comply with them.

As previously reported, OSSE issued guidance to all LEAs through an August 30, 2017 Dear Colleague Letter, which clarifies relevant reporting requirements and definitions.

OSSE also continues to host monthly data manager and special education coordinator meetings to keep key staff abreast of requirements and available resources in these areas. During the 2016-17, 2017-18, and 2018-19 school years, OSSE further conducted a monthly webinar support series covering the following relevant technical assistance areas: UDE procedures; child count; data systems and reports availability; early access to students with disabilities data for child find and evaluation; logging and oversight of related service provision through the RSMR; managing quality data and compliance; overview of child find requirements for LEAs; implementing the revised initial evaluation timeline; student enrollment procedures; student transfer of records procedures; extended school year (ESY) service eligibility determinations and service provision; end of school year and start of school year data system training; initial evaluation practice deep-dive and data quality improvement; and Part C to B transition monitoring process updates.

The mandatory Child Find and Initial Evaluation professional development sessions described above likewise included instruction regarding child find requirements, DL case benchmarks, and the OSSE Model Child Find Policy, which was implemented with accompanying LEA Child Find Guidance in January 2018. In particular, these sessions reinforced OSSE's expectations around logging related service delivery in SEDS, which was intended, in part, to address documentation issues identified in defendants' October 31, 2017 supplemental memorandum. These issues also were the subject of LEA training provided by OSSE in October 2017 and February 2018. All LEA resources related to child find and timely evaluation procedures remain available through a consolidated resource page on the OSSE website. OSSE continues to update the consolidated resources page and dedicated early childhood transition page to ensure all relevant resources easily accessible to LEAs and families in a single location. Furthermore, OSSE continues to make available a Special Education Parent Information Brochure, providing clarifying information on

the role of Response to Intervention (RTI) in the special education process; this resource is also available on the consolidated resource website.

OSSE additionally held its third annual Start of School Summit on June 11, 2019 for all key LEA points of contact. The summit was designed to deliver key information to support seamless transition from the end of the 2018-19 school year to the beginning of the 2019-20 school year. Sessions included the following relevant technical assistance areas: enrollment audit training; preparing to serve students with disabilities and Part C to B transition focused components for LEA use of the Qlik Early Access to Students with Disabilities Data application; and quality data and data outcomes training. Special Education focused training was provided again on August 5, 2019 to ensure school staff hired during the summer months were able to attend.

Furthermore, OSSE provided an IEP Quality-capacity building school year training and summer series, including full-day sessions designed to enhance school-staff development of data-driven IEPs. OSSE provided targeted versions of this training to DCPS Early Stages teams and the District's largest 3- to 5-year-old serving charter LEA.

Also, as noted above, OSSE provided several updates to LEAs beginning in June 2018 and throughout the summer, in order to ensure their readiness to implement the new evaluation timeline effective July 1, 2018. In addition to these efforts to support all LEAs, OSSE meets monthly with DCPS Early Stages to address procedural questions, receive feedback, review data, and continuously refine practices to ensure a smooth and effective transition. Beginning in fall 2018, OSSE initiated the Early Childhood Special Education Workgroup with LEA early childhood special education leaders to discuss strategies and create guidance related to common issues encountered when children transition from receiving early intervention services to school-based programs. Additional information regarding OSSE's development of the Early Childhood Transition FAQ for all LEAs with pre-K programs as a result of this workgroup is discussed above.

Beginning in the 2019-20 school year, OSSE is enhancing existing monitoring structures to focus on key areas of compliance for 3- to 5-year-olds, including child find requirements, local and federal initial evaluation requirements, and smooth and effective transitions from IDEA Part C to B. In collaboration with plaintiffs, OSSE developed a monitoring framework designed to identify LEAs in critical need of supports to enhance their capacity to serve 3- to 5-year-olds. The monitoring framework ranks LEAs into compliance tiers based on threshold rates, and includes corresponding supports for each tier. Supports are designed to correct student level and systemic concerns identified throughout the monitoring process and will be specially designed to address LEA needs based on their data. OSSE will annually review child find and data consistent with Subclass I business rules to identify LEA noncompliance and provide tiered supports. LEA data consistent with Subclasses III and IV will be reviewed quarterly, including review of compliance with the 60-day initial evaluation timeline and reasonable efforts requirements under local law as discussed above, and IDEA Part C to B transition.

OSSE's enhanced focused monitoring approach ensures a sustainable State oversight system that will enhance LEA capacity to identify, timely evaluate, and smoothly and effectively transition 3- to 5-year-olds into IDEA Part B services. The District will utilize this data to inform efforts toward enhancing charter LEA capacity to implement these requirements across the District.

Paragraph 309(c): The District shall improve its data collection policies so that reporting can be accurate.

As noted above in response to paragraph 308(m), OSSE continues to have in effect an LEA data management policy to support accurate, timely, and complete reporting. To further ensure compliance with this requirement, the District has implemented a system of support for LEA data points of contact. Each LEA data point of contact is assigned an OSSE data liaison, who provides continuous and LEA specific technical assistance to support correction of data errors and compliance with reporting requirements. OSSE continues to improve data collection practices and accuracy by auditing all data and flagging errors through the unified data error (UDE) and correction process. The UDE process will be applied to the new requirement for specialized instruction tracking discussed above, beginning in the 2019-20 school year. OSSE continues to convene monthly LEA Data Management meetings to provide LEA data points of contact with technical assistance on data quality, data system enhancement training, and structured time to meet with assigned OSSE data liaisons to resolve LEA specific concerns.

As an additional measure to ensure agency understanding of compliance requirements, OSSE executes a cross-divisional work group to review data and consider strategies and practices for improvement. This work includes OSSE leadership from Part B and C programs; the Division of Data, Assessment and Research; and the Division of Teaching and Learning. During the FFY 2018 reporting year, these coordination efforts have focused on deploying the specialized instruction tracking requirements, enhancing monitoring structures to address subclass specific requirements, and in-depth review of previously reported subclass data to identify areas for programmatic improvement. OSSE's in-depth review and understanding of subclass data informed the tiered technical assistance monitoring design discussed above for all subclasses, including the necessity for targeted LEA supports to respond to the variety of barriers LEAs experience throughout implementation of requirements. OSSE reviewed C-B transition data trends and identified programmatic areas for practitioner improvement in communication with families regarding the availability of Part C Extended Option and LEA charter school involvement in the transition process. The District will utilize this information and ongoing data reviews to inform the ongoing focus on LEA capacity building, identified above as a priority established in coordination with plaintiffs. These meetings are ongoing and include consultation with LEA counterparts to receive input, support ongoing planning, and ensure follow-up. OSSE continues to execute a cross-divisional policy focused team to inform coordination efforts undertaken by the larger OSSE work group. The policy focused team also has collaborated with DCPS to respond to practice-based questions regarding compliance with IDEA and Court requirements and is engaged in the OSSE policy revisions discussed above.

DCPS' revisions to the DCPS Early Stages database described in the February 2018 report remain in place and having now run for a year under the new timeline, DCPS considers them to be accurate and reliable.

Paragraph 309(d): The District shall collect the necessary data to indicate when all services begin, including special education and related services.

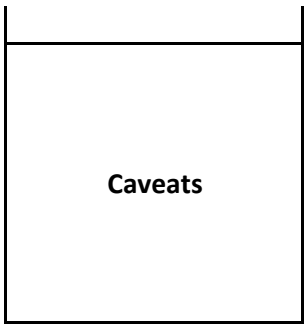
The District continues to collect these data, which have served as the basis for the District's reporting.

On July 11, 2019, OSSE issued a Dear Colleague letter on IDEA Part C to B transition, specifically regarding documentation of specialized instruction service delivery. This letter notified all LEAs serving 3- through 5-year-olds that beginning in school year 2019-20, their school staff will be required to document the first date of specialized instruction service delivery for these students. The letter was made available on the OSSE website consolidated resource page for Initial Evaluation and Child Find Resources and IDEA Part C to B resources. OSSE is partnering with the D.C. Public Charter School Board to facilitate implementation of this requirement across the charter LEA school sector. OSSE provided in-person training on August 5, 2019, and via webinar posted on the OSSE website, on the regulatory and logging requirements to ensure LEAs are positioned to accurately record the delivery of specialized instruction services to transitioning students at the start of the 2019-20 school year. Training attendance was mandatory for all LEAs serving students ages 3- to 5-years-old. DCPS also has taken steps to incorporate training of these requirements into school-staff level professional development conducted in August 2019. OSSE additionally provided turnkey training materials posted on the agency website for further training of LEA staff.

OSSE's implementation of the new specialized instruction requirement was conducted in collaboration with plaintiffs, including consideration of their feedback to the agency's memorandum on scope and functionality, implementation, and staggered reporting. As a result of plaintiffs' feedback on this and Subclass I and IV business rules, the District is requiring LEAs to track the initial delivery of specialized instruction services for each 3- to 5-year-old after child find or IDEA Part C to B transition. During the 2019-20 school year, OSSE is closely reviewing LEA compliance with the new tracking requirement to ensure fidelity and resulting data accuracy. OSSE will conduct LEA data reviews to ensure tracking requirements are met for eligible children, provide targeted support to LEAs for correction of student files in instances of documentation failures, and to address barriers to service delivery and appropriate documentation.

The District's reporting of Subclass I and IV for FFY 2018 (July1, 2018 – June 30, 2019) above continues to use the Stage 5 proxy discussed in the August 2018 report. The District's FFY 2019 (July 1, 2019 – June 30, 2020) data, reported in the August 2020 Court report, will also include the Stage 5 proxy. The District will begin reporting Subclass I and IV data using the new SEDS specialized instruction delivery data point discussed above for FFY 20 (July 1, 2020 – June 30, 2021), in the August 2021 Court report. This staggered approach to the deployment and reporting of this requirement will result in more accurate and reliable data reported to the Court in August 2021 for Subclasses I and IV, and allow OSSE to better identify barriers and solutions for timely service delivery across DCPS and LEA charter schools.

Data Request #
Requested by
Recipient Department
Date Requested
Stated Purpose
Type of Data
Sheet Defintions


Caveats

Office of the State Superintendent of

476

DC City Council

DC City Council

12/20/2019

Council Oversight Hearings, 2019

SEA and LEA-level aggregates

2019_Q38A
2019_Q38B
2019_Q38C
2019_Q38D
2019_Q38D_by_LEA
2019_Q38D_by_age
2019_Q38D_multi_disab
2019_Q38E
2019_Q38E_by_LEA
2019_Q38E_by_age
2019_Q38E_by_disability
2019_Q38F
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2019_Q38L_by_disability

2019_Q38M

All data are as of October 5, 2019, which is the ChildCount date.
Data are suppressed at n<10. Secondary suppression is notated with a "DS".
Grades C1-C8 indicate high school-aged students with disabilities who are in an educational
diploma.
38h - Further breakdowns of EL students attending non-publics can not be provided as resu
38m - Further breakdowns of homebound/hostial students can not be provided as result of

Education

Students with IEPs by age
Students with IEPs by grade level
Students with IEPs by LEA
Primary Disabilities
Primary Disabilities by LEA
Primary Disabilities by age
Multiple Disabilities
Percentage of time outside general education
Percentage of time outside general education by LEA
Percentage of time outside general education by age
Percentage of time outside general education by primary disability
Educational Environment/Placement Type
Educational Environment/Placement Type by LEA
Educational Environment/Placement Type by age
Educational Environment/Placement Type by primary disability
English Learners attending nonpublic schools
Specialized Instruction
Specialized Instruction by LEA
Specialized Instruction by age
Specialized Instruction by primary disability
Related Services
Related Services by LEA
Related Services by age
Related Services by primary disability
Dedicated Aides and Specialized Instruction
Dedicated Aides and Specialized Instruction by LEA
Dedicated Aides and Specialized Instruction by age
Dedicated Aides and Specialized Instruction by grade
Dedicated Aides and Specialized Instruction by primary disabilty

Students who are Homebound or Hospital-Bound

l program to receive an IEP certificate, not a regular high school

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Office of the State Superintendent of Education

Title	Q39 - SPED Graduation.xlsx
Table of Contents	Data_Notes: Details of data file 2019_Q39: Count of SWD graduates
Data Source	This Oversight Hearing question utilizes Child Count as of 10/5/2018; Demographic Verification as of SY2018-19; Graduation data as of SY2018-19; and GED feeds as of 8/31/2019.
Data Notes	To protect privacy, OSSE has suppressed information and reported ranges when publishing the information could potentially identify individual students. • N<5, 10, 25, etc. indicates that the number could be any number less than the stated value. • DS indicates that the data are suppressed because publishing the number would permit the calculation of suppressed data. • NA indicates that data are unavailable for reasons that include the school, LEA, or subgroup did not exist or the data were not provided by the LEA. Non-Public counts are a subset of the Total counts. Only students aged 14 through 21 as of October 5, 2018 are included in these counts. Only students enrolled at the time of the Child Count are included in these counts. Students are counted at their Child Count/Audit school. Outcomes are calculated based on the student's status at the end of the school year. A student's end-of-school-year outcome may have occurred at a school other than the student's Child Count school.

Offi

Data Request #
Requested by
Recipient Department
Stated Purpose
Type of Data
Sheet Defintions
Caveats

ce of the State Superintendent of Education

Q40 Attachment – SPED Exit.xlsx

DC City Council
DC City Council
Council Oversight Hearings, 2019
SEA and LEA-level aggregates
2019_Q40: Students with disabilities who exited prior to graduation
Data are suppressed at n<10. Secondary suppression is applied and is notated with "DS". Non-public students are included in the total of all SWDs, as well as being notated separately. Columns for non-public student outcomes will total the overall number of students in non-public schools. The columns for all SWD outcomes will total to the overall number of SWDs. Fields with a "." indicate that a non-public count is not provided at the LEA-level.

Offi

Requested by
Recipient Department
Stated Purpose
Type of Data
Sheet Definitions
Caveats

ce of the State Superintendent of Education

DC City Council
DC City Council
Council Oversight Hearings, 2020
SEA and school-level aggregates
2019_Q41: Outcomes data for students with disabilities who were ages 14-21 as of Oct. 5, 2016 and transitioning out of school into adulthood
The universe of students who left during 2016-17 is consistent with EdFacts C009 and IDEA APR Indicator 14. Students who enrolled at a diploma-granting high school in 2016-17 removed. Students who enrolled at an adult LEA in 2016-17 were included in the third metric under "training programs." Students can be counted in each column F, G, and H.

DISTRICT OF COLUMBIA

Significant Discrepancy Review Guide FFY 2018 (Based on SY 2017-18 data)

Office of the State Superintendent of Education

Division of Systems and Supports, K-12
Accountability, Performance, and Support Cluster

Dear LEA Team,

This guide includes instructions for completing the FFY 2018 Indicator 4b Significant Discrepancy Self-Study (Significant Discrepancy Self-Study), answers to frequently asked questions regarding the significant discrepancy calculation, and resource and background information for those interested in learning more about Indicator 4b.

In order to meet OSEP's timelines for completing the FFY 2018 Indicator 4b data review, the **following two steps must be completed and submitted to OSSE within 30 days after receiving a notification letter:**

STEP ONE: CONDUCT STUDENT FILE REVIEW

The student file review tool (see below) is in the form of a checklist and should be used to review individual student files in SEDS, the District of Columbia's Special Education Data System. **The individual student file review checklist is for LEA internal use ONLY, however, OSSE expects LEAs to correct any noncompliance identified during the student file review process.**

When reviewing the student(s) file(s), place an **"X"** in either the **Yes, No, or N/A** column of each item on the Student File Review Checklist. Once all checklists have been completed, tabulate the total number for each column and report the count in the corresponding row of the Tally Sheet below.

The LEA is required to review files for all students with disabilities who were expelled and/or suspended for ten or more cumulative school days in SY 2017- 18 (July 1, 2017 through June 30, 2018). However, LEAs who expelled and/or suspended greater than 25 students with disabilities for ten or more cumulative days in SY 2017- 18 are only required to review files for 25 students.

STEP TWO: SUBMIT LEA POLICIES AND PROCEDURES FOR REVIEW

Submit the following materials to your designated LEA Monitor by email **no later than Friday, May 31, 2019:**

1. LEA's special education discipline policies and procedures (in particular those relating to positive behavioral interventions and supports, procedural safeguards, and IEP development and implementation)
2. Tally Sheet from the Student File Review activity

FREQUENTLY ASKED QUESTIONS

How was our LEA identified to complete this activity and what does it mean?
OSSE uses suspension and expulsion data submitted by the LEA to OSSE to determine whether an LEA has a significant discrepancy. The FFY 2018 data review is based on FFY 2017 data (SY 2017-18). OSSE compares the rate of suspension and expulsion for more than ten days of all general education students to the rate of suspension and expulsion for more than ten days of students with disabilities within each racial or ethnic group the LEA serves.

How does OSSE define significant discrepancy?
Starting with the FFY 2015 review, OSSE began applying a two-part definition for significant discrepancy and only identifying LEAs that meet the following criteria:

1. Any excess in the rate of long-term suspension or expulsion between students with disabilities and students without disabilities;and,
2. A rate ratio of 1.5 or higher, meaning students from a particular racial or ethnic group are suspended or expelled at a rate that is at least one and a half times greater than the rate for all nondisabledstudents.

In prior years, OSSE used a discrepancy margin of zero, meaning any LEA with an excess in the rate of suspension or expulsion for special education students within a particular subgroup would be identified as having a significant discrepancy.

Are all LEAs reviewed for significant discrepancy?
No. To undergo analysis for Indicator 4b in a particular race category, an LEA must suspend/expel at least 3 students with disabilities from that racial or ethnic group.
In APR reporting, states are required to identify the number of LEAs with significant discrepancy; and of those, the number of LEAs that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with the regulatory requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards.

Do all findings of significant discrepancies lead to a finding of noncompliance?
No. Data showing a significant discrepancy in and of itself does not lead to a finding of noncompliance. Only if the LEA has policies, procedures, or practices that are contributing to the significant discrepancy and not compliant with the regulatory requirements related to the development and implementation of IEPs, the use of positive behavioral supports and interventions, and/or procedural safeguards is noncompliance cited and the LEA required to carry out corrective actions.

BACKGROUND INFORMATION ON SIGNIFICANT DISCREPANCY

The Individuals with Disabilities Education Act (IDEA) requires state education agencies (SEAs) to measure the performance of local educational agencies (LEAs) using quantifiable indicators in priority monitoring areas and to report annually on its findings to the Office of Special Education Programs (OSEP), the federal agency responsible for ensuring the protection of the educational rights of infants, toddlers, children and youth with disabilities. This review focuses on Indicator 4b.

> **Indicator 4 – Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with regulatory requirements relating to the development and implementation of IEPs, the use of positive behavioral supports and interventions, and procedural safeguards.**

LEAs identified by OSSE as having a significant discrepancy are subject to the review. Failure to complete the review is cited as noncompliance with the requirements of 34 CFR §300.170(b).

In the District of Columbia, a 'significant discrepancy' is defined as the suspension and expulsion of any child with a disability for 10 or more cumulative days in a school year by an LEA within a qualifying subgroup at a rate that is 1.5 times higher than the equivalent rate for non-disabled peers.

If review of an LEA's data shows that there is a significant discrepancy, IDEA requires an examination of the policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards in order to determine whether the LEA's policies are compliant and whether the LEA has policies, procedures or practices that are contributing to the significant discrepancy.

If it is determined that the LEA has policies, procedures or practices that are contributing to the significant discrepancy and do not comply with the requirements relating to the development and implementation of IEPs, procedural safeguards, and the use of positive behavioral interventions and supports, the LEA will be cited for noncompliance with the requirements of 34 CFR §300.170(b) and required to undertake a root cause analysis and to revise its policies and procedures.

ADDITIONAL RESOURCES

OSSE Non-regulatory Guidance: School Discipline, available at:
https://osse.dc.gov/publication/osse-releases-non-regulatory-lea-discipline-guidance

U.S. Department of Education, School Climate and Discipline Guidance, available at:
www.ed.gov/schooldiscipline

Significant Discrepancy Student File Review Checklist

LEA: **School/Campus:**	**Date of Review:**	
Student Name:	**Birthdate:**	**Race/Ethnicity:**
Student ID:	**Student's Disability Area(s):**	
Reviewers Name:	**Reviewers Title:**	

IDEA Regulation		Response Criteria	Y	N	N/A
Focus Area – Procedural Safeguards					
§300.530(h)	1.1 On the date on which the decision was made to make a removal that constituted a change of placement of a child with a disability because of a violation of a code of child conduct, the LEA must notify the parents of that decision.	**Yes=** There is evidence in SEDS showing that a parent was notified on the date a decision is made to make a removal that constituted a change in placement. **No=** There is no such evidence in SEDS.			
§300.530 (h)	1.2 The LEA provided the parents with a copy of procedural safeguards on the date on which a decision was made to make a removal that constituted a change of placement.	**Yes=** There is evidence in SEDS showing that a parent was given a copy of procedural safeguards once a year and during discipline procedures. **No=** There is no such evidence in SEDS.			
Focus Area – Positive Behavioral Interventions and Supports					
§300.324 (a)(2)(i)	2.1 In the case of a child whose behavior impedes the child's learning or that of others, the IEP team must consider the use of positive behavioral interventions and supports and other strategies to address behavior.	**Yes=** There is evidence in SEDS showing the use of positive behavioral interventions and supports and other strategies to address behavior including the development of a BIP. **No=** There is no such evidence in SEDS.			
§300.530 (d)(1)(ii)	2.2 A child with a disability who is removed from the child's current placement pursuant to paragraphs (c), or (g) of this section must receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.	**Yes=** There is evidence in SEDS showing that the student who was removed from a current placement received as appropriate, a FBA, and behavioral intervention services and modifications designed to address the behavior so it does not recur. **No=** There is no such evidence in SEDS.			
§300.530(f)	2.3 If the LEA, the parent, and relevant members of the child's IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must either:				

LEA Internal Use Only

IDEA Regulation		Response Criteria	Y	N	N/A
§300.530 (f)(1)(i)	A) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or	**Yes=** There is evidence in SEDS showing that if a determination was made that the conduct of the child is a manifestation of the child's disability that the IEP team conducted an FBA or if already conducted, implemented a BIP. **No=** There is no such evidence in SEDS.			
§300.530 (f)(1)(ii)	B) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.	**Yes=** There is evidence in SEDS showing that if a determination was made that the conduct of the child is a manifestation of the child's disability that the IEP team developed, reviewed, and/or modified a BIP. **No=** There is no such evidence in SEDS.			
Focus Area – Development/Implementation of IEPs					
§300.530 (e)(1)	3.1 Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA) reviewed all relevant information in the student's file, including the child's IEP, any teacher observations, and relevant information provided by the parents to determine:				
§300.530 (e)(1)(i)	A) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or	**Yes=** There is evidence in SEDS showing the LEA, parent, and relevant members of the child's IEP team discussed, within 10 days of any decision to change the placement of a child, if the conduct was caused by the child's disability. **No=** There is no such evidence in SEDS.			
§300.530 (e)(1)(ii)	B) If the conduct in question was the direct result of the LEA's failure to implement the IEP.	**Yes=** There is evidence in SEDS showing that the LEA, parent, and relevant members of the child's IEP team discussed, within 10 days of any decision to change the placement of a child, if the conduct was the LEA's failure to implement the IEP. **No=** There is no such evidence in SEDS.			

LEA Internal Use Only

IDEA Regulation		Response Criteria	Y	N	N/A
§300.530(d)(1)(i)	3.2 A child with a disability who is removed from the child's current placement pursuant to paragraphs (c), or (g) of this section must continue to receive educational services, as provided in §300.101(a), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.	**Yes=** There is evidence in SEDS showing that the child who has been removed from their current placement continued to receive educational services. **No=** There is no such evidence in SEDS.			

LEA Internal Use Only

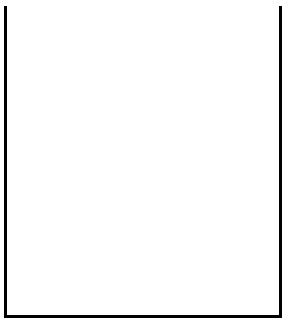
Significant Discrepancy Student File Review Tally Sheet

LEA: School/Campus:	Date of Review:

	IDEA Regulation	Y	N	N/A
	Focus Area – Procedural Safeguards			
§300.530 (h)	1.1 On the date on which the decision was made to make a removal that constituted a change of placement of a child with a disability because of a violation of a code of child conduct, the LEA must notify the parents of that decision.			
§300.530 (h)	1.2 The LEA provided the parents with a copy of procedural safeguards on the date on which a decision was made to make a removal that constituted a change of placement.			
	Focus Area – Positive Behavioral Interventions and Supports			
§300.324 (a)(2)(i)	2.1 In the case of a child whose behavior impedes the child's learning or that of others, the IEP team must consider the use of positive behavioral interventions and supports and other strategies to address behavior.			
§300.530 (d)(1)(ii)	2.2 A child with a disability who is removed from the child's current placement pursuant to paragraphs (c), or (g) of this section must receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.			
§300.530(f)	2.3 If the LEA, the parent, and relevant members of the child's IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must either:			

IDEA Regulation		Y	N	N/A
§300.530 (f)(1)(i)	A) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or			
§300.530 (f)(1)(ii)	B) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.			
Focus Area – Development/Implementation of IEPs				
§300.530 (e)(1)	3.1 Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA) reviewed all relevant information in the student's file, including the child's IEP, any teacher observations, and relevant information provided by the parents to determine:			
§300.530 (e)(1)(i)	A) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or			
§300.530 (e)(1)(ii)	B) If the conduct in question was the direct result of the LEA's failure to implement the IEP.			
§300.530(d)(1)(i)	3.2 A child with a disability who is removed from the child's current placement pursuant to paragraphs (c), or (g) of this section must continue to receive educational services, as provided in §300.101(a), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.			

Title
Table of Contents
Data Source
Data Notes



Office of the State Superintendent of Education

Q62 Attachment- DC TAG.xlsx

Data_Notes
2019_Q66A
2019_Q66B
2019_Q66C
2019_Q66D
2019_Q66E
2019_Q66F

This Oversight Hearing question utilizes DCTAG application and payment info as of 1/10/2020.

To protect privacy, OSSE has suppressed information and reported ranges when publishing the information could potentially identify individual students:

• N<5, 10, 25, etc. indicates that the number could be any number less than the stated value.
• DS indicates that the data are suppressed because publishing the number would permit the calculation of suppressed data.
• NA indicates that data are unavailable for reasons that include the school, LEA, or subgroup did not exist or the data were not provided by the LEA.
• <5% or >95% indicates that the value could be any percentage less than 5% or greater than 95%.

OSSE tracks DC TAG data by AY (July 1 - June 30). For the purposes of these questions, data are reported for the academic year, not the fiscal year. For example, FY 2020 = 2018-19 School Year.

Q62A: The unique counts of students participating in DC TAG, by ward for the corresponding year:
-Students are assigned to Ward using the address provided at the time of DC TAG application; students who did not provide address information are reported as "unknown."
-Students may be assigned to a different Ward across the years.

Q62B: The total DC TAG award pay-out, by ward for the corresponding year.

Q62C: The Average DC TAG award pay-out, by ward for the corresponding year.

Q62D: The percentage of DC TAG students in the application cohort of the corresponding year who earned a BA or AA within six years.
-Students participating in DC TAG are assigned to an 'Application Cohort' based on the year during which the student first applied for and received DC TAG funds.
-Students who earned an advanced degree (e.g., MA, MD, Ph.D., etc.) are assumed to have completed either a BA or AA within six years.
-Students who earned a certificate or who are missing a degree-type are excluded from this analysis.

Q62E: The unique counts of colleges and universities attended by students participating in DC TAG for the corresponding year.
-Students may be counted at a different college or university across the years.

Q62F: The household income of students participating in DC TAG for FY 2019.
-Six household income-levels are reported: $0-30,000; $30,001-$48,000; $48,000-$75,000; $75,001-$110,000; $110,001 and Above; Negative Taxable Income
-Students participating in the DC TAG may have a Negative Taxable Income if their household has less taxable

FY 2019: Suppressed Annual Report

Summary of Performance:

	FY19[1]	Since Opening[2]
Short Intakes[3]	284	1993
Full Intakes[4]	249	1376
Enrollments[5]	191	1053
Completions (total)	**23**	**119**
- GED	20	76
- HS Diploma	n<5	DS
- NEDP	n<5	n<5

DS indicates secondary suppression

FY19: Weighted "Stick Rates" (averaged over FY18Q4 - FY19Q4)

	6 Months[6]	12 Months
Active[7] and Inactive[8] Clients	66.67%	47.95%
Active Clients Only	73.68%	57.31%

Data accurate as of 12/18/2019
Document updated: 01/09/2020

[1] FY19 is Oct. 1, 2018 through Sept. 30, 2019.
[2] Oct. 20, 2014.
[3] Short intakes can be completed via phone, email, referral, or walk-in. This includes all youth for whom we have completed the full intake process and those youth still undergoing the intake process.
[4] The full intake includes an interview, which identifies barriers to enrollment and retention; a staff review of clients' past academic history; and student completion of the ECASAS assessment to determine literacy and numeracy levels.
[5] These youth have been enrolled for the first time since completing a full intake.
[6] The "stick rate" captures the "impact" of the ReEngagement Center on students over time, at six and 12 months and is calculated once per quarter. The calculation is averaged across quarters using a weighted average, which controls for variation in the number of youth in each quarter's "cohort." The six month stick rate, for example, describes the fraction of youth who, six months after enrolling for the first time since coming to the ReEngagement Center, were still enrolled or had earned a credential. Youth are included in this calculation if their 180th day since being first enrolled occurs in the quarter during which the rate is calculated.
[7] "Active clients" are those clients who have a successful check in with their assigned ReEngagement Center Specialist at least once per month.
[8] "Inactive clients" are those clients who: have invalid contact information, have refused services, have not made successful contact with their assigned ReEngagement Center Specialist in 90 days, have moved out of state, are incarcerated, deceased, or have earned a secondary credential.

Demographics and Barriers

Race/Ethnicity	FY19	Since Opening
Black or African American	88.35%	87.72%
Hispanic or Latino	9.64%	7.78%
More Than One Race	0.40%	1.96%
Unknown	0.40%	0.94%
White	0.80%	0.94%
American Indian or Alaskan Native	0.40%	0.29%
Asian	0.00%	0.22%
Native Hawaiian or Other Pacific Islander	0.00%	0.15%

Educational History	FY19	Since Opening
Median Age at Intake	19	19
History of IEP or 504 Plan	5.56%	16.86%
Median Last Grade Completed	10	10
Median CASAS Math (Grade)	5	4
Median CASAS Reading (Grade)	7	7

Criminal Justice	Percentage
Reports criminal justice barrier	20.06%

The following barriers have been identified by reengagement specialists among the **1376 clients who have completed a full intake since opening**. The right-most column describes the fraction of needs met or services in progress among those who identified each barrier at intake or received a service (childcare, employment supports, public assistance, etc.) later. Youth can identify more than one barrier.

Barriers	Number	Clients with need who have		
		Need (%)	Service in Progress	Need Met
Child Care	267	19.40%	25.84%	23.97%
Employment	414	30.09%	21.50%	21.74%
Public Assistance	341	24.78%	24.05%	41.06%
Housing	364	26.45%	24.73%	16.76%
Mental Health	159	11.56%	15.09%	10.69%
Transportation[9]				
Under 22	668	77.23%	22.90%	38.47%
22 and over	351	68.69%	65.52%	0.00%

Number of Barriers	Percentage N = 1376
0	13.1%
1	25.5%
2	26.8%
3	18.5%
4	10.4%
5	4.2%
6	1.5%
7	0.1%

[9] Rather than calculating the number of youth who report that transportation is a barrier based on their *age at intake*, this metric uses the client's *current age.* Clients who are 22 or older are not eligible for the "Kids Ride Free" program.

Educational Outcomes in FY19

In FY 2019, **191 clients** have been enrolled in an educational program (for the first time since completing a full intake).

Placement Locations	Count
Anacostia SHS	4
Ballou STAY (Comprehensive High School Program)	8
Community College Prep PCS @ MC Terrell	1
Coolidge SHS	1
Covenant House Washington	1
Dunbar SHS	1
Goodwill Excel Center	13
HD Woodson SHS	1
IDEA Public Charter School	1
Job Corps	1
KBEC Group (YEALP GED)	1
Kingsman Academy R.I.S.E.	3
LAYC Career Academy	3
Luke C Moore Opportunity Academy	7
Maya Angelou Evans Campus	1
Maya Angelou Young Adult Learning Center	22
New Beginnings Vocational	1
Next Step Public Charter School (El Próximo Paso) Day Program	1
Office of Neighborhood Safety and Engagement (ONSE)	16
Onsite GED Test Preparation	72
Penn Foster (Online)	1
Roosevelt SHS	1
Roosevelt STAY Opportunity Academy (Comprehensive High School)	16
So Others Might Eat (SOME) Center for Employment Training	1
Washington Metropolitan Opportunity Academy	3
Youthbuild PCS	7
Unknown	3
Grand Total	**191**

The following table represents the median length of time (number of days) between full intake and enrollment:

Median Time [10] (Days)	Q1[11]	Q2[12]	Q3[13]	Q4[14]	FY19
Enrollment – Intake	1	4	0	1	**1**

Referrals in FY19

In FY 2019, the ReEngagement Center has received **284 referrals**.

Referral Source	Count of Referral Source
Government	
Office of Neighborhood Safety and Engagement	44
Department of Human Services	19
Department of Employment Services	11
Department of Youth Rehabilitation Services	15
Capital Guardian Youth Challenge Academy	11
Court Services and Offender Supervision Agency	7
Court Social Services	2
Child and Family Services Agency	2
Caseworker	0
DC Superior Court	2
Dietrich Trent	1
OSSE	1
Pre-Trial Services Agency	1
Public Defender Service	3
CBO/Other	
Friend/Family	58
Employer/School	22
Covenant House	3
Unknown	4
Salvation Army	2
School Justice Project	1
HBC Theater Company	0
Healthy Babies Project	2
Job Corp	1

[10] Placement time is defined as the number of days between the full intake date and first education placement. A client's placement time is attributed to the quarter the client was first placed, regardless of the quarter in which the client completed his or her full intake.
[11] Oct. 1, 2018 – Dec. 31, 2018.
[12] Jan. 1, 2019 – Mar. 31, 2019.
[13] April 1, 2019 – June 30, 2019.
[14] July 1, 2019 – Sept. 30, 2019.

Referral Source	Count of Referral Source
Lawyers for the People	1
Wanda Alston	1
Anacostia Pilot	1
Pathway	0
DBH	1
SMYAL	1
Turning Point	1
Training Grounds	1
Co-located Intakes	
Columbia Heights (Co-located Intake)	39
Sasha Bruce Drop in Center	2
Virginia Williams	0
Direct Outreach/Self-referral	
Goodwill Excel Center PCS (IXL Orientation)	4
GED Manager Outreach	0
Google Search	1
Poster/ad	1
SYEP Promotion Team	0
TV/Radio	1
Online	1
BackonTrackDC.com	1
Canvassing/Street Outreach	1
Received Letter	1
Beat the Streets	9
Other	4
Total	**284**

Office of the State Superintendent of Education

Title	Q69 Attachment-MSDC (a-d, f&g).xlsx
Table of Contents	Tab 1: Data Notes
	Tab 2: SY 18-19 Participating Schools
	Tab 3: SY 19-20 Participating Schools
	Tab 4: SY 18-19 Lottery Seats
	Tab 5: SY 19-20 Lottery Seats
	Tab 6: SY 18-19 Applications
	Tab 7: SY 19-20 Applications
	Tab 8: SY 18-19 Match Rate
	Tab 9: SY 19-20 Match Rate
	Tab 10: SY 18-19 Average Selections

By-Laws of the Common Lottery Board

Article I—Name and Purpose

Section A. Name

The official name of this body shall be the Common Lottery Board ("Board").

Section B. Purposes and Duties

In accordance with D.C. Official Code § 38-194, the purposes and duties of the Board shall be to:

1. Adopt policies and procedures to govern school participation in the common lottery system, to be implemented by the Department of Education;

2. Develop a 5-year strategic plan for the continuous improvement of the common lottery system;

3. Develop an annual budget for the common lottery system;

4. Promote participation of local educational agencies in the common lottery system;

5. Identify critical entities with which to partner that will enable the CLB to further develop the common lottery system; and

6. Solicit input from a Parent Advisory Council established by the Deputy Mayor for Education, or designee.

Article II—Membership

Section A. Membership

The Board will consist of ten (10) members who shall serve as provided in D.C. Official Code § 38-194. The seven (7) voting members shall be:

1. The Deputy Mayor for Education, or designee, who shall serve as Chairperson of the Board;
2. The Chancellor of the District of Columbia Public Schools ("DCPS") or designee;

3. Two representatives from DCPS, as appointed by the Chancellor;
4. Three representatives from public charter schools, each appointed by a vote among charter schools as organized by the Public Charter School Board ("PCSB");

The PCBS shall organize a vote to select representatives to fill open seats for public charter school representatives on the Common Lottery Board.

The three (3) non-voting members shall be:

1. The State Superintendent of Education, or designee;
2. The Chairperson of the PCSB or designee; and
3. The Executive Director of the Board, appointed by the Deputy Mayor for Education subject to Board approval;

Section B. Terms of Membership

1. The seven (7) voting representatives appointed by DCPS and determined by the PCSB election shall serve 1-year or 2-year terms and may be re-appointed or re-elected without limitation. The terms shall begin on July 1 and end July 30.

2. When a vacancy occurs in the membership of the Board for reasons other than the expiration of a term of a DCPS representative, an appointment to fill the remainder of the vacated term shall be made by the Chancellor.

3. When a vacancy occurs in the membership of the Board for reasons other than the expiration of a term of a public charter school representative, filling the remainder of the vacated term shall be determined by the PCSB voting procedure in place.

Article III – Meetings

1. All meetings of the Board shall be open to the public, unless permitted to be closed by section 405(b) of the Open Meetings Amendment Act of 2011, effective March 31, 2011 (D.C. Law 18-350: D.C. Official Code § 2-575(b)).

2. Meetings will be held quarterly, unless otherwise specified, and notice of meeting agenda, time and location provided to the public at least two business days or 48 hours in advance, whichever is longer. The exact number of meetings will be determined by the anticipated workload of the Board.

3. The Chairperson may call special meetings of the Board, with advance notice of meeting agenda, time and location pursuant to the notice requirements of D.C. Official Code § 2-575.

Article IV—Officer and Member Responsibilities

Section A. Officer Responsibilities

1. The Chairperson shall be responsible for the development of the agenda and preside at all meetings of the Board.

2. The Chairperson may establish committees or subcommittees when necessary to accomplish the work of the Board.

3. The Executive Director, in the absence or disability of the Chairperson, shall preside at all meetings of the Board.

Section B. Member Responsibilities

1. Each member is expected to attend each quarterly meeting, review materials, and participate in Board activities.

Article V-- Agenda, Order of Business, and Quorum

1. Agendas for all regular meetings of the Board shall be prepared by the Chairperson or her designee, taking into consideration the recommendations of the Members.

2. A majority of the voting members, including at least one representative from DCPS and at least one charter representative, constitutes a quorum for the convening of a meeting and the transaction of business or official action.

3. Only a quorum of the Board may take official action.

Article VI-- Rules of Procedure

1. In order for a measure to be adopted, it must have a majority of voting members including at least one affirmative vote from a representative of DCPS, and at least one affirmative vote from a representative of a charter school.

2. Rules of procedure not specifically addressed in the Bylaws will follow the current edition of Roberts' Rules of Order.

Article VII-- Adoption and Amendment of Bylaws

These Bylaws shall be adopted by two-thirds of the voting membership of the Board. Proposed Amendments to the Bylaws shall also be adopted by two-thirds of the voting membership of the Board.

Title
Table of Contents
Data Source
Data Notes

Office of the State Superintendent of Education

Oversight 2019 Q75 Attachment - FARM Status SY19-20
Data_Notes: Details of data file
LEA: Counts and percentages, by LEA, of students receiving receiving free, reduced, and paid meals
School: Counts and percentages, by school, of students receiving receiving free, reduced, and paid meals
School by Grade: Counts and percentages, by school and grade, of students receiving receiving free, reduced,
This Oversight Hearing question utilizes enrollment audit data from the SY2019-20 Enrollment Audit (as of 10/5/2019) and has been certified by LEAs. Data used in the enrollment audit come directly from student-level
Adult students and students attending nonpublic schools are not included in the data. Students progressing through high school on the special educaiton track are denoted by the C1-8 grade level and are included in all
LEAs are required to provide FARM status for each student in their SIS. The allowable values for FARM status are Free, Reduced, Paid, and CEP. The State, LEA, and school counts provided are based on those reported student-

Office of the State Superintendent of Education

Title	Q77 Attachment- School Gardens.xlsx
Table of Contents	Tab 1: SY18-19 School Garden Data
	Tab 2: Reported School Garden History
	Tab 3: OSSE School Garden Grant
Data Notes	Beginning with the 2018-19 school year, OSSE utilized the School Health Profile as its sole data source to calculate the number of schools with gardens in the District. Previously, OSSE used a mixture of survey and site-visit methods to calculate the total number of school gardens, including coordination with District private schools and schools that did not complete the School Health Profile. The 2018-19 school year only utilized validated School Health Profile data and does not include District private schools or schools that did not complete the School Health Profile in its total.

Office of the State Superintendent of Education

Title	Q83 Attachment- Grants to OSSE.xlsx
Table of Contents	Tab 1: Data Notes Tab 2: Grants to OSSE

Office of the State Superintendent of Education

Title	Q84 Attachment- Lapsed Fund Detail.xlsx
Table of Contents	Tab 1: Data Notes
	Tab 2: FY19 Federal Burn Rate Report
Data Notes	As of January 15, 2020

Office of the State Superintendent of Education

Title	Q85 Attachment- Grants Awarded by OSSE.xlsx
Table of Contents	Tab 1: Data Notes
	Tab 2: Grants from OSSE
Data Notes	**Technical Assistance Across All Grants**: For each grant below, OSSE provides technical assistance throughout the life of a grant to address and support a grantees' needs, provide opportunities for collaboration around relevant issues and challenges, and to provide ongoing guidance. In addition, in the event of corrective action, OSSE issues findings and provides technical assistance to support resolution.

Office of the State Superintendent of Education

Title	Q88 Attachment 1- Part (a)-(c) ; (e) - (i) FY19 Non-Public
Table of Contents	Tab 1: Data_Notes
	Tab 2: OSSE COA Nonpublics (* see footnote below)
	Tab 3: Nonpublic Funded Schools
	Tab 4: Nonpublics that applied for COA & were denied
Data Notes	**Disability Classification Key for Tab 3- OSSE COA Nonpublics**
	Autism - AU
	Deaf-blindness - DB
	Deafness - D
	Developmental Delay - DD
	Emotional disturbance - ED
	Hearing impairment - HI
	Intellectual disabilities (formerly mental retardation) -ID
	Multiple disabilities - MD
	Orthopedic impairment - OI
	Other health impairment - OHI
	Specific learning disability - SLD
	Speech or language impairment SLI
	Traumatic brain injury - TBI
	Visual impairment - VI

Office of the State Superintendent of Education

Title	Oversight 2019 Q88 Attachment- FY19 Students Served by Nonpublic.xlsx
Table of Contents	Data Notes: Details of data file 2019_Q88D_by_school: Studens in non-public schools by attending school 2019_Q92D_by_LEA: Students in non-public schools by responsible LEA 2019_Q92D_by_age: Students in non-public schools by age 2019_Q92D_by_disability: Students in non-public schools by primary disability
Data Source	This Oversight Hearing question utilizes Child Count as of 10/5/2018.
Data Notes	To protect privacy, OSSE has suppressed information and reported ranges when publishing the information could potentially identify individual students. • N<5, 10, 25, etc. indicates that the number could be any number less than the stated value. • DS indicates that the data are suppressed because publishing the number would permit the calculation of suppressed data. • NA indicates that data are unavailable for reasons that include the school, LEA, or subgroup did not exist or the data were not provided by the LEA. • <5% or >95% indicates that the value could be any percentage less than 5% or greater than 95%. This Oversight Hearing question utilizes the finalized SY2018-19 Child Count data. Data is limited to students who were enrolled as of Oct. 5, 2018, which is different than how the data was presented in the previous year. LEA Code and LEA Name are not included in the school level sheet. This is an exception to the formatting specifications because multiple different LEAs can send students to a given non-public school.

Q91 Attachment – HELC Commissioner Biographies

Mary E. Dilworth, Chair

Mary E. Dilworth is best known for her work in teaching, teacher education, and teachers' professional development and has received special recognition for her accomplishments in the areas of teacher and learner diversity and equity issues. She is an education advisor to a number of non-profit education organizations and institutions and editor of the volume Millennial Teachers of Color (Harvard Education Press) that is recipient of the American Association of Colleges for Teacher Education 2019 Outstanding Book of the Year.

Mary E. Dilworth's career is keenly focused on matters of teacher quality and preparation and the intersection of race and ethnicity. She recently completed work as co-principal investigator for a National Science Foundation (NSF-DR12) project designed to recruit, prepare, license and employ middle and high school science teachers from under-represented groups. She served as a visiting professor and led the University of the District of Columbia's graduate center for urban education. An experienced administrator she served as vice president for research and higher education at the National Board for Professional Teaching Standards and senior vice-president of AACTE.

Earlier in her career, Mary E. Dilworth was affiliated with Howard University working as a research fellow with the University's Institute for the Study of Educational Policy (ISEP) and subsequently as the coordinator of education and training for Howard University Hospital. While at ISEP, Dilworth wrote the book Teachers' Totter: A Report on Teacher Certification Issues widely recognized as heightening the national discourse on the disparate impact of licensing tests on under-represented groups. In addition, Dilworth worked for a national advisory council on education professional development, and a Washington based research consulting organization, where she managed research and professional development projects with federal agencies and the District of Columbia Schools (DCPS). She taught second and six grades in DCPS while pursuing a master's degree.

Dilworth is frequently invited to present at national policy and research forums e.g., the National Academies of Sciences and Council of Chief State School Officers. She has written, edited and contributed to scores of scholarly books, articles, policy and research reports and essays. She is the author of a chapter on the presence and absence of policies to diversify the teaching force for the upcoming Handbook of Research on Teachers of Color (Bristol & Gist). Other recent contributions include an Urban Review article, Understanding the Black Teacher through Metaphor, the report, Time for a Change: Diversity in Teaching Revisited; and a chapter in the International Guide to Student Achievement.

Mary E. Dilworth holds and has held a number of elected and appointed positions on boards and commissions including: the American Educational Research Association (AERA); the Educational Testing Service (ETS); the National Education Association (NEA); the American Federation of Teachers (AFT) and the Ford Foundation. She earned BA and MA degrees from

Howard University and a doctorate from Catholic University of America each in the field of education.

John M. Cross, Vice Chair

John M. Cross serves as vice chair of the Higher Education Li-censure Commission. He joined HELC in 2015, when Mayor Muriel Bowser called him from retirement.

Previously, he served as chief executive of three businesses, senior management for a GE subsidiary, TV and radio reporter, public relations, volunteering with public interest organizations, and involvement with higher education. Along the way he was professional staff on a Senate Committee, director of President Carter's 1980 Conference on Small Business. He has worked in Washington, San Francisco, New York City, Providence and Stamford, Connecticut.

He was also involved in issue-related government relations and minority housing programs as part of his career: Service-member's Legal Defense Network; DC Habitat for Humanity, as vice president of its board; GE's representative during the 1992 Jimmy Carter Work Project, responsible for successfully building a home in Ward 8 in one week and GE's minority housing programs, and working closely with the minority National Association of Real Estate Brokers to develop affordable mortgage programs, beginning in Chicago working with local churches.

He holds AB and AM degrees from Brown University and MS from Columbia University.

He was naturalized a US citizen in 1974.

JoAnne Deborah Joyner, PhD, RN, PHMCNS-BC

Dr. JoAnne D. Joyner retired from the position of adjunct professor at Trinity Washington University in the School of Nursing and Health Professions in 2017. Prior to this position, Dr. Joyner served as Director and Associate Professor in Schools of Nursing at the University of the District of Columbia (UDC) and Bowie State University. She also served as a Buckley Visiting Scholar at Adelphi University, School of Nursing in Garden City, New York. Before her retirement from the Washington, DC, Veterans Affairs Medical Center, Dr. Joyner functioned as the Director of Nursing for Behavioral Health Services. She retired her certification as an Advanced Practice Nurse in Adult Psychiatric and Mental Health Nursing by the American Nurses Credentialing Center in 2019.

Dr. Joyner's career was greatly enhanced by her professional experiences at the William A. White Building at St. Elizabeths Hospital - a major branch for mental health research by the National Institutes of Mental Health at that time. In addition, she became an experienced nurse ethicist with certifications in Intensive and Advanced Bioethics from Georgetown University and

the Veterans Health Administration. She was chair of the Washington, DC VAMC Ethics Advisory Committee for five years and functioned as a nurse ethicist at the VA's National Center for Ethics in Health Care.

Dr. Joyner is a graduate of the Washington Hospital Center School of Nursing and received her Bachelor's from what is now Washington Adventist University in Takoma Park, Maryland. In addition, she received a Master of Science in Nursing, a Doctor of Nursing Science and a Doctor of Philosophy degree from The Catholic University of America.

Dr. Joyner served as the chairperson of the Board of Nursing for the District of Columbia from 2005 - 2008. Her most recent research activity involved functioning as co-investigator and co-author of a study funded by the National Council of State Boards of Nursing which described the utilization of unlicensed assistive personnel in acute care setting. She currently serves on the Committee for Impaired Nurses for the Board of Nursing of the District of Columbia and was appointed to the Higher Education Licensure Commission of the District of Columbia in August 2014. She continues to provide education and consultation in the areas of behavioral health and health care ethics.

Dr. Joyner lives in Washington, DC with her husband of 34 years; she enjoys live theater, travel, blues and jazz, and preparing gourmet meals for family and friends.

Anita Bellamy Shelton

Anita Bellamy Shelton has for more than fifty years provided innovative services to families and children of the District of Columbia. She is best known as a leading advocate for those who are in poverty or victims of discrimination. Anita has been a resident of Ward 1 for more than 60 years. She is a graduate of Howard University School of Social Work with a Masters of Social Work and former Adjunct Professor. Anita is known as the social worker's "social worker," a neighborhood organizer and a creative problem solver. For those who have been her mentees, students and her staff, she was considered to be a taskmaster, who set high standards for their performance, demanding the best, and insisting on development of their fullest potential.

Anita's work is guided by the philosophy of Dr. Mary McLeod Bethune, "I have a legacy to leave my people, it's my philosophy to live and serve." Her collective efforts and advocacy have resulted in:

- Forced change in an urban renewal plan that prevented a major freeway from disrupting the community, and demolishing Bible Way Church, and required building of housing for low income families in Northwest 1 Urban Area.
- Established through the Urban League the first anti-poverty center in Northwest 1 funded by the Lyndon B. Johnson War on Poverty program and the United Planning Organization.
- Organized the first organization for and by ex-offenders, "Efforts for Ex-Convicts," which still exists as a premier organization providing transitional services.

- Organized, through the Washington Urban League, African-American government workers to eliminate discrimination in hiring and promotion of African-Americans, which contributed to the early success of The United Black Fund, Inc. of Washington, D.C.
- Pioneered in efforts to organize domestic worker to provide for inclusion in the Federal Social Security program. Anita served as the director of the National Committee on Household Employment, which was funded by the Ford Foundation and included in its supporters Gloria Steinem and Barbara Walters.
- Served as the first African-American director of Christ Child Settlement House in an era when women were not promoted to managerial positions.
- Selected by Mayor Marion Barry as Director of the Office of Human Rights, this instituted legal action against the D. C. Fire Department for discrimination of firefighters.
- Former Director of Hillcrest Children's Center prevented the closing of Hillcrest Children's Center by the Board of Trustees and was instrumental in filing a lawsuit which was supported by Arnold & Porter LLC that resulted in an $18 million settlement to the agency.
- A passionate antique dealer and collector for more than 30 years, specializing in hand made jewelry and art.

Estell Mathis-Lloyd

Ms. Mathis-Lloyd is currently the president and CEO of a Social Engagement, Management and Political Consulting Team. Her professional background and work experience includes positions with both DC Council members, the University of the District of Columbia, and District of Columbia Public Schools.

She is also involved in volunteering with and supporting the following organizations:

- St Paul AME Church, Officer and Events Coordinator
- Executive Board member, Ward 4 Democrats
- Chair, Ward 4 Constituent Services Fund
- Former National Committee Woman, DNC
- Immediate past President, DC Federation of Democratic Women
- Chairwoman, National Federation of Democratic Women "Women in Blue" Lobby Days
- President, Metropolitan Women Democratic Club
- At-Large Member, DC Democratic State Committee
- Board Member:
    - Education two plus two
    - William Lockridge Education Foundation
    - Ladies of Tomorrow
    - Hall of Fame

Ms. Mathis-Lloyd received her Bachelor's degree in French/English from North Carolina Central University in Durham, North Carolina, and her M.ED. in Counseling from Howard University.

HIGHER EDUCATION LICENSURE COMMISSION (HELC)
FY19 FIRST QUARTER REPORT
(OCTOBER 1, 2018 THROUGH DECEMBER 31, 2018)

As required by DC Official Code §38-1307 (2) (a) (2006), the Higher Education Licensure Commission (HELC) is pleased to submit the quarterly report with the actions of the HELC during the first quarter of FY19.

Provisional/Initial: A first license granted to an institution which allows them to operate and confer degrees or certificates. It is generally granted for one year.

1. Nexford University (D) (W)
2. University of California, Berkeley (D) (W
3. Northwestern University (D) (W

Permanent: A degree granting institution that has been licensed and in good standing with the Commission for at least 5 years, that is accredited by an accrediting organization recognized by the US Department of Education, and has demonstrated financial soundness, upon request may receive a permanent license, subject to periodic review.

1. None

Renewal: This designation allows the institution to continue operating and may be granted for 1-3 years.

1. Amala Lives Institute
2. Immaculate School of Allied Health
3. Allied Health and Technology Institute
4. A.T. Still University of Health Sciences
5. VETS Group Training Academy
6. Paralegal Institute of Washington, DC
7. TEACH-NOW Graduate School of Education
8. University of St. Augustine

Reinstatement: When an institution fails to submit an application for license renewal the Commission may approve a request for reinstatement up to sixty (60) days after the license has expired.

1. None

Amendment: An action taken when an institution seeks approval to make changes to their current license. These may include name, ownership, program and location.

1. Daniel Morgan Graduate School of National Security
2. Intellect Health Institute (ND) (W 7)
3. General Assembly
4. Institute of World Politics
5. University of Maryland, College Park
6. BEI Capelli, LLC d/b/a The Salon Professional Academy

Agent: This license allows representatives from the institution to recruit District students for a period one year.

New

1. DeVry University

Renewals

1. Ross University

Conditional Exemption: The Commission may determine licensure is not required based on the institutions offerings in accordance with DC Official Code §38-1310 and grant an exemption from licensure to an institution. Exemptions must be requested and are approved on an annual basis.

New

1. Stanford University

Renewals

1. University of Michigan Ann Arbor
2. Kaplan International

Denial: This action revokes licensure or does not grant initial or renewal licensure to an institution.

1. JJPG Corporation d/b/a Flair Beauty Institute

Naming Protocol: Words that imply a connection to the Federal or District Government may not be used in the name of the institution. In compliance with DC Official Code §38-1309 (c-1) these institutions sought approval from the Commission for a name change.

1. Certification School of Washington

Revocation: This action revokes program approvals and or full licensure from an institution.

1. None

SARA: This action grants approval for locally domiciled degree granting accredited institutions to join the State Authorization Reciprocity Agreement (SARA) which seeks to establish comparable national standards for the interstate offering of postsecondary distance-education courses and programs. SARA approvals are granted on an annual basis.

New

1. None

Renewals

1. American University
2. Strayer University

Closure Plan: Closure of a school shall be done in accordance with a written plan which is submitted at least ninety (90) days prior to closure and approved by the Commission.

1. Kaplan, Inc. d/b/a Metis
2. AYT Institute
3. Washington Theological Union

Deferral: This action postpones the Commission's decision to allow the submission of additional information.

1. University of the People
2. Bennett Career Institute
3. University of the Potomac

Withdrawal: An institution may withdraw their application prior to a motion for an official action/decision by the Commission.

1. None

Order in Offer of Compromise: This is a settlement agreement reached between an institution and the Commission.

1. None

State Approving Agencies (SAA): This action grants approval or withdrawal for institutions to be recognized by the US Department of Veterans Affairs as an authorized education provider for veteran students using the GI Bill education benefits.

New Programs

1. Gallaudet University
2. BAU International University
3. Central Texas College-bolling AFB
4. George Washington University
5. University of the District of Columbia

Renewal

1. None

Program Amendments

1. George Washington University School of Continuing Education

License and Certification

1. National Council of Architectural Registration Boards (NCARB)

Complaints: Pursuant to DC Official Code §38-1306 (c)(4) complaints may be filed with the commission against post-secondary education institutions operating in the District.

Complaint#	Institution Name	Resolution/Commission Action
C2018-008	Aveda Institute	Resolved

Discipline:

1. None

Key: (D) – Degree Institution (ND) – Non-Degree Institution

HIGHER EDUCATION LICENSURE COMMISSION (HELC)
FY19 SECOND QUARTER REPORT
(JANUARY 1, 2019 THROUGH MARCH 31, 2019)

As required by DC Official Code §38-1307 (2) (a) (2006), the Higher Education Licensure Commission (HELC) is pleased to submit the quarterly report with the actions of the HELC during the second quarter of FY19.

Provisional/Initial: A first license granted to an institution which allows them to operate and confer degrees or certificates. It is generally granted for one year.

1. Pepperdine University (D) (W 2)
2. Thinkful (ND) (no DC location)
3. Certification School Worldwide (ND) (W 5)
4. University of the People (D) (no DC Location)

Permanent: A degree granting institution that has been licensed and in good standing with the Commission for at least 5 years, that is accredited by an accrediting organization recognized by the US Department of Education, and has demonstrated financial soundness, upon request may receive a permanent license, subject to periodic review.

1. None

Renewal: This designation allows the institution to continue operating and may be granted for 1-3 years.

1. Catholic Charities (ND) (W 1)
2. Walden University (D) (no DC location)
3. Middlebury College (D) (W 2)
4. Daniel Morgan Graduate School of National Security (D) (W
5. LADO International Institute (ND) (W 3)
6. Washington School of Psychiatry (ND) (W
7. University of Southern California (D) (no DC location)
8. Relay Graduate School (D) (W 6)
9. University of the Potomac (D) (W 2)
10. Bennett Career Institute (ND) (W 5)
11. Graduate School USA (D) (W 6)
12. Toni Thomas & Associates, Inc. Community Empowerment Training Academy (ND) (W 8)
13. Career Technical Institute (D) (W 2)
14. Health Write Training Academy (ND) (W 1)
15. Calvary Bible Institute (ND) (W 5)
16. S.O.M.E Center for Employment Training (ND) (W 7)

17. Innovative Institute (ND) (W 5)
18. Olivet University (D) (W 4)
19. Byte Back (ND) (W 6)
20. Flatiron School (ND) (W 2)

Reinstatement: When an institution fails to submit an application for license renewal the Commission may approve a request for reinstatement up to sixty (60) days after the license has expired.

1. None

Amendment: An action taken when an institution seeks approval to make changes to their current license. These may include name, ownership, program and location.

1. TEACH-NOW Graduate School
2. Bay Atlantic University (BAU International University)
3. Washington Institute of Technology (PECB University)
4. Drexel University
5. General Assembly
6. Hamilton College

Agent: This license allows representatives from the institution to recruit District students for a period one year.

New

1. None

Renewals

1. None

Conditional Exemption: The Commission may determine licensure is not required based on the institutions offerings in accordance with DC Official Code §38-1310 and grant an exemption from licensure to an institution. Exemptions must be requested and are approved on an annual basis.

New

1. MedStar Washington Hospital Center
2. Colgate University
3. Michigan State University

Renewals

1. Athabasca University
2. Southeastern Baptist Theological Seminary
3. The University of Texas at Dallas-The Archer Center

Denial: This action revokes licensure or does not grant initial or renewal licensure to an institution.

1. None

Naming Protocol: Words that imply a connection to the Federal or District Government may not be used in the name of the institution. In compliance with DC Official Code §38-1309 (c-1) these institutions sought approval from the Commission for a name change.

1. None

Revocation: This action revokes program approvals and or full licensure from an institution.

1. None

SARA: This action grants approval for locally domiciled degree granting accredited institutions to join the State Authorization Reciprocity Agreement (SARA) which seeks to establish comparable national standards for the interstate offering of postsecondary distance-education courses and programs. SARA approvals are granted on an annual basis.

New

1. None

Renewals

1. The Catholic University of America
2. Trinity Washington University

Closure Plan: Closure of a school shall be done in accordance with a written plan which is submitted at least ninety (90) days prior to closure and approved by the Commission.

1. None.

Deferral: This action postpones the Commission's decision to allow the submission of additional information.

1. iTeachDC
2. Excel Automotives
3. Mid Atlantic College

Withdrawal: An institution may withdraw their application prior to a motion for an official action/decision by the Commission.

1. None

Order in Offer of Compromise: This is a settlement agreement reached between an institution and the Commission.

1. None

State Approving Agencies (SAA): This action grants approval or withdrawal for institutions to be recognized by the US Department of Veterans Affairs as an authorized education provider for veteran students using the GI Bill education benefits.

New Programs

1. Georgetown University
2. George Washington University
3. Middlebury College
4. Catholic University of America

Renewal

1. None

Program Amendments

1. The Chicago School of Professional Psychology
2. American University

License and Certification

1. Pharmacy Technician Certification Board

Program Withdrawals

1. University of Phoenix
2. Graduate School

Non-College Degree

1. Georgetown University of Continuing Studies

Complaints: Pursuant to DC Official Code §38-1306 (c)(4) complaints may be filed with the commission against post-secondary education institutions operating in the District.

Complaint#	Institution Name	Resolution/Commission Action
C2018-017	Aveda Institute	Deferred
C2018-008	Aveda Institute	Resolved

Discipline:

1. None

Key: (D) – Degree Institution (ND) – Non-Degree Institution

HIGHER EDUCATION LICENSURE COMMISSION (HELC)
FY19 THIRD QUARTER REPORT
(APRIL 1, 2019 THROUGH JUNE 30, 2019)

As required by DC Official Code §38-1307 (2) (a) (2006), the Higher Education Licensure Commission (HELC) is pleased to submit the quarterly report with the actions of the HELC during the third quarter of FY19.

Provisional/Initial: A first license granted to an institution which allows them to operate and confer degrees or certificates. It is generally granted for one year.

1. Claremont Graduate University (D) (100% online)

Permanent: A degree granting institution that has been licensed and in good standing with the Commission for at least 5 years, that is accredited by an accrediting organization recognized by the US Department of Education, and has demonstrated financial soundness, upon request may receive a permanent license, subject to periodic review.

1. None

Renewal: This designation allows the institution to continue operating and may be granted for 1-3 years.

1. Institute of World Politics (D) (W 2)
2. Syracuse University (D) (W 2)
3. Four Walls Career & Technical Education Center (ND) (W 2)
4. Nursing Assistant Academy (ND) (W 6)
5. Bard College (D) (W 7)
6. PECB University (D) (W 2)
7. The Chicago School of Professional Psychology (D) (W 2)
8. General Assembly (ND) (W 2)
9. Excel Automotive Institute (ND) (W 8)
10. Mid-Atlantic College (D) (W 5)

Reinstatement: When an institution fails to submit an application for license renewal the Commission may approve a request for reinstatement up to sixty (60) days after the license has expired.

1. None

Amendment: An action taken when an institution seeks approval to make changes to their current license. These may include name, ownership, program and location.

1. Flatiron School LLC

Agent: This license allows representatives from the institution to recruit District students for a period one year.

New

1. None

Renewals

1. None

Conditional Exemption: The Commission may determine licensure is not required based on the institutions offerings in accordance with DC Official Code §38-1310 and grant an exemption from licensure to an institution. Exemptions must be requested and are approved on an annual basis.

New

1. None

Renewals

1. University of Connecticut School of Law

Denial: This action revokes licensure or does not grant initial or renewal licensure to an institution.

1. None

Naming Protocol: Words that imply a connection to the Federal or District Government may not be used in the name of the institution. In compliance with DC Official Code §38-1309 (c-1) these institutions sought approval from the Commission for a name change.

1. None

Revocation: This action revokes program approvals and or full licensure from an institution.

1. None

SARA: This action grants approval for locally domiciled degree granting accredited institutions to join the State Authorization Reciprocity Agreement (SARA) which seeks to establish comparable national standards for the interstate offering of postsecondary distance-education courses and programs. SARA approvals are granted on an annual basis.

New

1. None

Renewals

1. University of Potomac

Closure Plan: Closure of a school shall be done in accordance with a written plan which is

submitted at least ninety (90) days prior to closure and approved by the Commission.

1. JJPG d/b/a Flair Beauty Institute

Deferral: This action postpones the Commission's decision to allow the submission of additional information.

1. Aveda Institute
2. Community Care Training Services

Withdrawal: An institution may withdraw their application prior to a motion for an official action/decision by the Commission.

1. None

Order in Offer of Compromise: This is a settlement agreement reached between an institution and the Commission.

1. None

State Approving Agencies (SAA): This action grants approval or withdrawal for institutions to be recognized by the US Department of Veterans Affairs as an authorized education provider for veteran students using the GI Bill education benefits.

New Programs

1. Career Technical Institute
2. George Washington University
3. Strayer University
4. Strayer University (Online)

Renewal

1. None

Program Amendments

1. None

License and Certification

1. The National Certification Commission for Acupuncture and Oriental Medicine

Program Withdrawals

1. Gallaudet University

Non-College Degree-Program Modification

1. General Assembly

Complaints: Pursuant to DC Official Code §38-1306 (c)(4) complaints may be filed with the commission against post-secondary education institutions operating in the District.

Complaint#	Institution Name	Resolution/Commission Action
C2019-003	Washington School for Secretaries	Dismissed
C2018-011	St. Michaels College of Allied Health	Dismissed

Discipline:

1. None

Key: (D) – Degree Institution (ND) – Non-Degree Institution

HIGHER EDUCATION LICENSURE COMMISSION (HELC)
FY19 FOURTH QUARTER REPORT
(JULY 1, 2019 THROUGH SEPTEMBER 30, 2019)

As required by DC Official Code §38-1307 (2) (a) (2006), the Higher Education Licensure Commission (HELC) is pleased to submit the quarterly report with the actions of the HELC during the fourth quarter of FY19.

Provisional/Initial: A first license granted to an institution which allows them to operate and confer degrees or certificates. It is generally granted for one year.

1. Northcentral University (D) (Online)
2. University of Kentucky (D) (W 6)

Permanent: A degree granting institution that has been licensed and in good standing with the Commission for at least 5 years, that is accredited by an accrediting organization recognized by the US Department of Education, and has demonstrated financial soundness, upon request may receive a permanent license, subject to periodic review.

1. Inter-American Defense College (D) (W 6)

Renewal: This designation allows the institution to continue operating and may be granted for 1-3 years.

1. Hillsdale College (D) (W 6)
2. University of San Francisco (D) (W 2)
3. Drexel University (D) (W 2)
4. National Conservatory Dramatic Arts (ND) (W 2)
5. A.T. Still University (D) (W 7)
6. DC Central Kitchen (ND) (W 8)
7. iTeach, D.C. (D) (Online)
8. Community Care Training Services (ND) (W 4)
9. Smartly Institute (ND) (W 2)
10. Urban Ed, Inc (ND) (W 8)
11. New York University (D) (W 2)
12. Prospect College (ND) (W 2)
13. Westlink Career Institute (ND) (W 5)
14. Lyndon B. Johnson School of Public Affairs, The University of Texas at Austin (D) (W
15. Dudley's Beauty College (ND) (W 5)
16. Arizona State University (D) (W 2)
17. Bethel Training Institute (ND) (W 4)
18. Bay Atlantic University (D) (W 2)

19. Bennett Career Institute (ND) (W 5)
20. Vets Group Training Academy (ND) (W 2)
21. BUEI d/b/a Mentora College (ND) (W 2)

Reinstatement: When an institution fails to submit an application for license renewal the Commission may approve a request for reinstatement up to sixty (60) days after the license has expired.

1. None

Amendment: An action taken when an institution seeks approval to make changes to their current license. These may include name, ownership, program and location.

1. Inter-American Defense College
2. University of Pennsylvania
3. The Chicago School of Professional Psychology
4. General Assembly
5. TEACH-NOW Graduate School of Education
6. University of Maryland University College
7. PECB University
8. Bay Atlantic University
9. Flatiron School, LLC
10.

Agent: This license allows representatives from the institution to recruit District students for a period one year.

New

1. None

Renewals

1. None

Conditional Exemption: The Commission may determine licensure is not required based on the institutions offerings in accordance with DC Official Code §38-1310 and grant an exemption from licensure to an institution. Exemptions must be requested and are approved on an annual basis.

New

1. Ohio State University
2. Norwich University
3. University of Kentucky

Renewals

1. School of Diplomacy and International Relations at Seton Hall University
2. Brown University
3. University of Georgia
4. Wake Forest University
5. Duke University
6. College of William & Mary
7. Baylor University
8. University of Notre Dame
9. University of Pennsylvania

10. Ohio University
11. Brigham Young University
12. University of Colorado Boulder
13. Boston University
14. Eastern Mennonite University

Denial: This action revokes licensure or does not grant initial or renewal licensure to an institution.

1. Aveda Institute Washington, DC
2. EC Washington DC (EC English)
3. Bay Atlantic University (permanent license)

Naming Protocol: Words that imply a connection to the Federal or District Government may not be used in the name of the institution. In compliance with DC Official Code §38-1309 (c-1) these institutions sought approval from the Commission for a name change.

1. None

Revocation: This action revokes program approvals and or full licensure from an institution.

1. None

SARA: This action grants approval for locally domiciled degree granting accredited institutions to join the State Authorization Reciprocity Agreement (SARA) which seeks to establish comparable national standards for the interstate offering of postsecondary distance-education courses and programs. SARA approvals are granted on an annual basis.

New

1. None

Renewals

1. TEACH-NOW Graduate School of Education
2. Gallaudet University
3. Howard University
4. Career Technical Institute
5. George Washington University
6. Georgetown University
7. Wesley Theological Seminary

Closure Plan: Closure of a school shall be done in accordance with a written plan which is submitted at least ninety (90) days prior to closure and approved by the Commission.

1. EF International Language Washington DC Campus

Deferral: This action postpones the Commission's decision to allow the submission of additional information.

1. Bethel Training Institute (July 15, 2019)
2. Southeast Children's Fund (July 15, 2019)
3. Temple University (July 15, 2019)

4. Paralegal Institute
5. Teach-Now Graduate School of Education
6. Washington Baltimore Center for Psychoanalysis
7. University of the People
8. Windsor University

Withdrawal: An institution may withdraw their application prior to a motion for an official action/decision by the Commission.

1. Temple University (withdrew agent application)

Order in Offer of Compromise: This is a settlement agreement reached between an institution and the Commission.

1. None

State Approving Agencies (SAA): This action grants approval or withdrawal for institutions to be recognized by the US Department of Veterans Affairs as an authorized education provider for veteran students using the GI Bill education benefits.

New Programs

1. Georgetown University
2. University of the District of Columbia
3. University of the Potomac
4. George Washington University
5. Catholic University

Renewal

1. None

Program Amendments

1. None

License and Certification

1. DC Courts of Appeals

Program Withdrawals

1. None

Non-College Degree-Program Modification

1. None

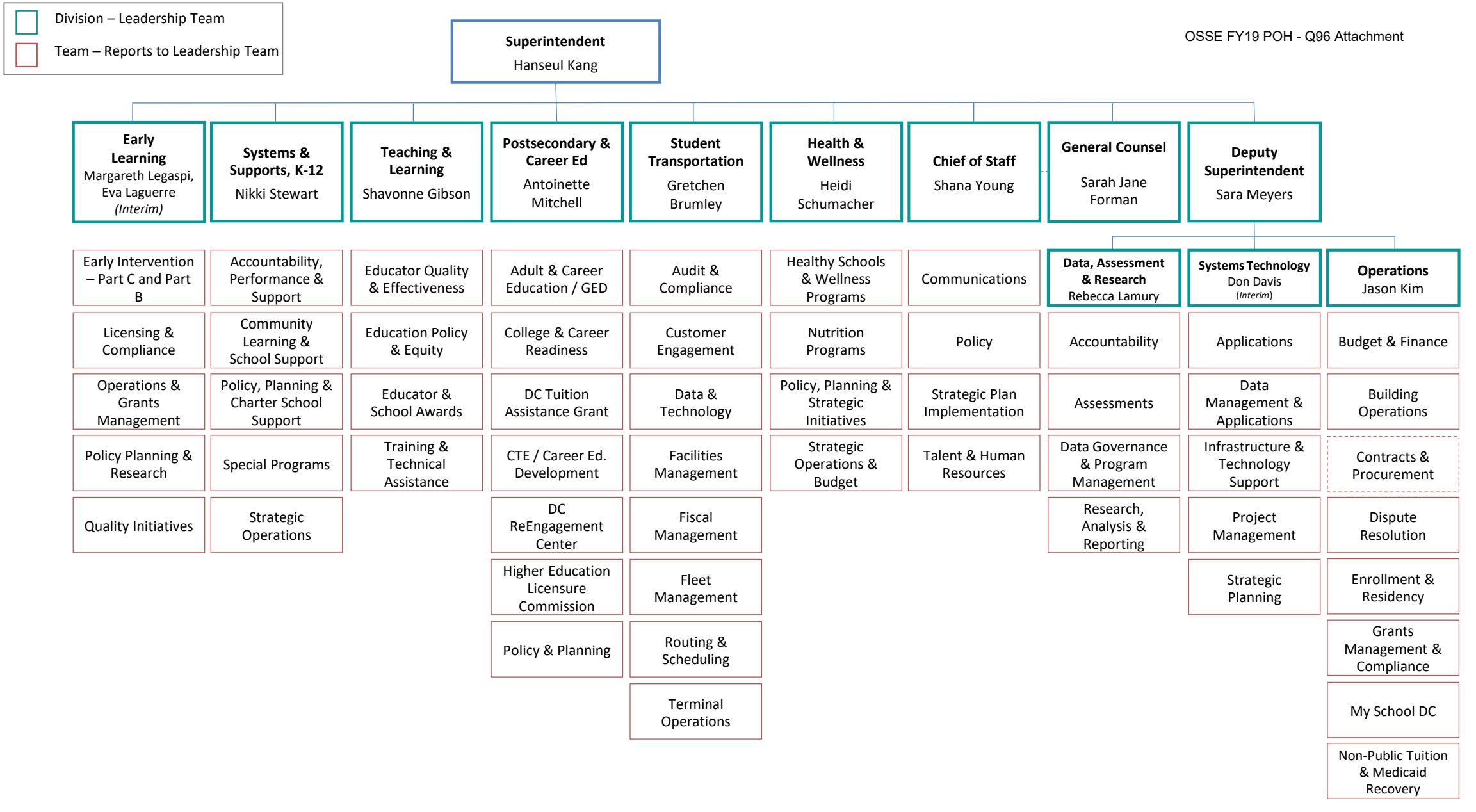
Complaints: Pursuant to DC Official Code §38-1306 (c)(4) complaints may be filed with the commission against post-secondary education institutions operating in the District.

Complaint#	Institution Name	Resolution/Commission Action
C2019-001	John Hopkins University	Dismissed
C2019-004	Howard University	Dismissed
C2019-009	Georgetown University	Dismissed
C2019-0011	Bennett Career Institute	Dismissed/Resolved
C2018-017	Aveda Arts & Science Institute	Dismissed/Resolved
C2019-002	The Chicago School of Professional Psychology	Request for formal hearing
C2019-005	University of the Potomac	Deferral
C2019-008	George Washington University	Deferral
C2019-012	Aveda Arts & Science Institute	Deferral
C2019-016 & C2019-018	Howard University	Dismissed

Discipline:

1. None

Key: (D) – Degree Institution (ND) – Non-Degree Institution



UPDATED NOVEMBER 2019

Division – Leadership Team

Team – Reports to Leadership Team

Superintendent
Hanseul Kang

Early Learning
Margareth Legaspi,
Eva Laguerre
(Interim)

Systems & Supports, K-12
Nikki Stewart

Teaching & Learning
Shavonne Gibson

Postsecondary & Career Ed
Antoinette Mitchell

Student Transportation
Gretchen Brumley

Health & Wellness
Heidi Schumacher

Chief of Staff
Shana Young

General Counsel
Sarah Jane Forman

Deputy Superintendent
Sara Meyers

	Early Intervention Andres Alvarado (Part C-Local)	**Licensing & Compliance** Eva Laguerre	**Operations & Grants Management** Rebecca Shaw	**Policy, Planning & Research** Bonnie Mackintosh	**Quality Initiatives** Kathryn Kigera	**Deputy Asst. Superintendent** Margareth Legaspi	
What's the role of this team?	Ensures full implementation of IDEA Part C, a comprehensive statewide system of early intervention services. Serves as the District's point of entry for infants and toddlers with delays and disabilities, ages birth to age 3 and their families	Licenses and monitors child development centers and homes. Ensures maintenance and enforcement of the District's child care licensing regulations	Sets policy for the child care subsidy program, administers subsidy payments and early learning grant awards	Provides leadership for developing and implementing child care, pre-K, early intervention and subsidized child care policies and regulations; supports development of the DEL's strategic plan and engages with other district agencies	Develops and manages all DEL quality programs, including, but not limited to, Capital Quality, Quality Improvement Network, shared services and professional development (PD)	**Communications** Ebonee Rice Develops and implements communications and outreach strategy	**Early Intervention** Allan Phillips (Part C-State) Dawn Hilton (Part B-619) Ensures full implementation of IDEA State Part C and Part B-619
What are the key responsibilities of this team?	▪ Coordinates services for eligible children ▪ Identifies children with developmental delays or disabilities ▪ Provides training and technical assistance ▪ Provides direct services to families and children with Individualized Family Service Plans (IFSPs)	▪ Issues licenses ▪ Monitors licensed facilities to ensure compliance with child care licensing regulations ▪ Provides technical assistance to providers ▪ Investigates complaints ▪ Facilitates criminal background check process	▪ Administers Child Care and Development Block Grant ▪ Establishes eligibility policies and payment rates ▪ Audits compliance ▪ Processes monthly provider payments ▪ Provides funding to support quality improvement initiatives	▪ Supports policy development and research for DEL ▪ Coordinates and collaborates within District government agencies and early learning sectors -- community-based organizations (CBOs), public charter local education agencies (LEAs) and DC Public Schools (DCPS)	▪ Collaborates with business, philanthropy, higher education, nonprofit, and government partners to ensure engagement in and support of quality initiatives ▪ Monitors programs, provides technical assistance, consumer education, and ongoing PD	▪ Develops monthly newsletters, press release and other outreach documents ▪ Updates DEL's website ▪ Works with DEL and OSSE departments to create communication plan, strategies and documents (e.g., one-pagers, FAQs) for DEL's initiatives	▪ Sets the regulatory and policy framework for Part C services ▪ Monitors the delivery of Part C services and completes all federal reporting requirements ▪ Works with LEAs to facilitate smooth and effective transitions to Part B services ▪ Provides PD support to CBOs and LEAs serving children 3-5 with special needs

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- **Deputy Superintendent** — Sara Meyers

Under **Systems & Supports, K-12** (Nikki Stewart):

- **Accountability, Performance & Support** — Sharon Gaskins
- **Community Learning & School Support** — Vacant
- **Policy, Planning & Charter School Support** — Vacant
- **Special Programs** — Yuliana Del Arroyo
- **Strategic Operations** — Vacant

	Accountability, Performance & Support	Community Learning & School Support	Policy, Planning & Charter School Support	Special Programs	Strategic Operations
What's the role of this team?	Provides local education agencies with a combination of meaningful supports and interventions to accelerate school improvement and student outcomes, in accordance with IDEA and ESEA	Fosters community-parent-school connections and out of school learning opportunities that support students with disabilities, students who are homeless, home schooled, or in private schools	Creates regulatory and policy framework to support compliance, drive achievement, foster innovation, and disseminate best practices across sectors. Supports specialized charter sector planning and funding initiatives	Oversees nonpublic placement and ensures appropriate oversight of programming for students with disabilities in private schools, and coordinates behavioral health and community school partnerships	Coordinates strategic fiscal spending plan that supports core work, and ensures that staff have supporting conditions to be effective, through the creation of sound operational procedures and tracking systems
What are the key responsibilities of this team?	▪ Risk-based monitoring ▪ Grants to support school improvement ▪ Title I-A, II-A, III-A, IV-A, and ICY grant administration ▪ IDEA programmatic monitoring	▪ Parent outreach (ESEA and IDEA) ▪ 21st Century Grant ▪ McKinney-Vento Homeless Assistance ▪ Homeschooling ▪ Private schools	▪ Policy & regulation development ▪ Office of Public Charter School Finance & Support (SOAR & Title VB) ▪ Special Education State Complaint Office	▪ Nonpublic placement oversight ▪ Nonpublic school monitoring ▪ Interagency coordination: CFSA, DBH, DYRS ▪ Interagency school support ▪ Community Schools ▪ Title I-D	▪ Division support (e.g., staff onboarding, equipment, travel, training) ▪ Division budgeting and procurement ▪ Fiscal monitoring support ▪ IDEA fiscal policy, grant applications, fiscal oversight ▪ Medicaid claiming ▪ Nonpublic tuition payments

Division – Leadership Team

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- **Teaching & Learning** — Shavonne Gibson
  - **Education Policy & Equity** — La' Shawndra Scroggins
  - **Educator Quality & Effectiveness** — Vacant
  - **Training & Technical Assistance** — Jenyé Fletcher
- **Postsecondary & Career Ed** — Antoinette Mitchell
- **Student Transportation** — Gretchen Brumley
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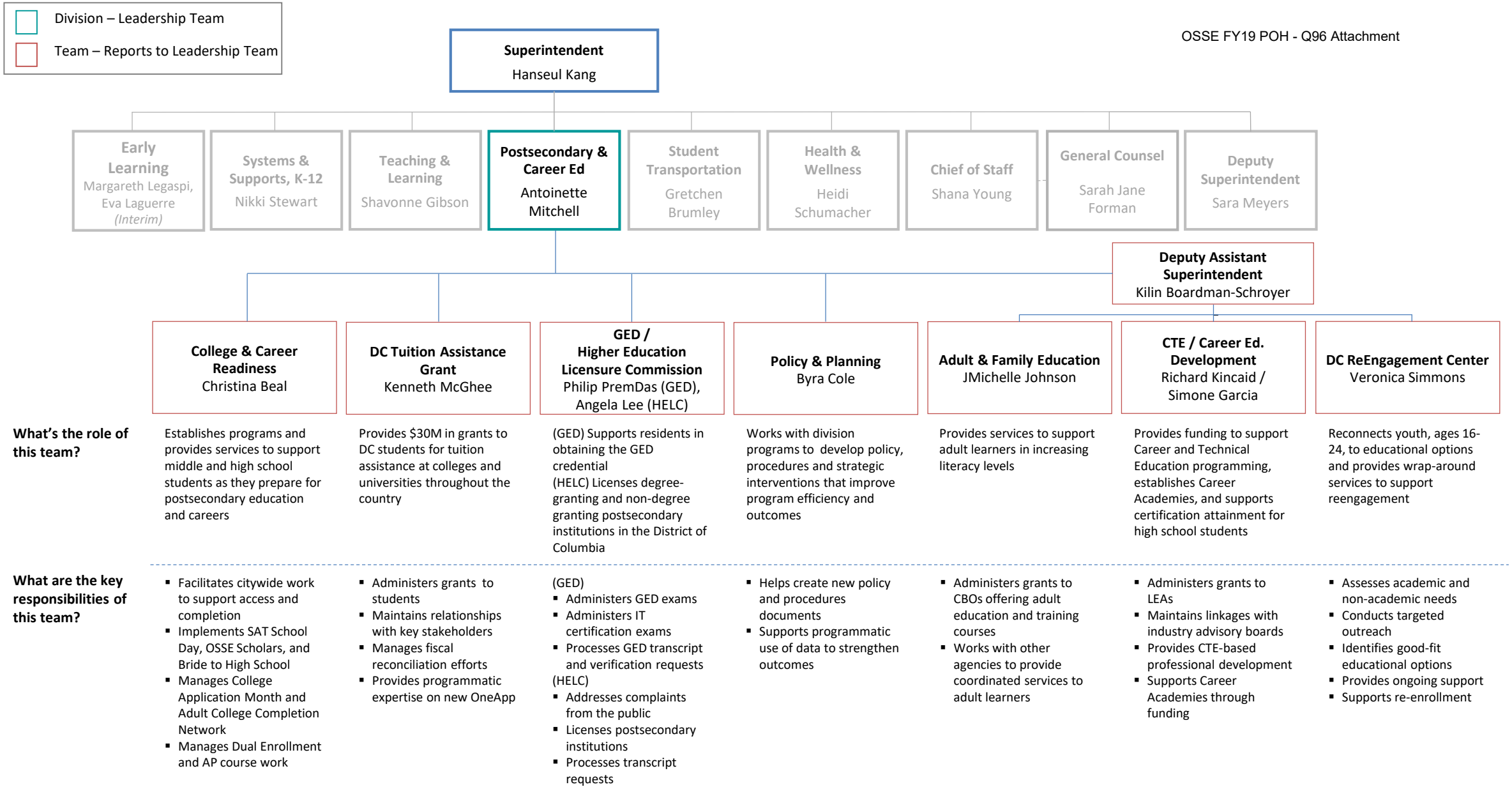
	Education Policy & Equity	Educator Quality & Effectiveness	Training & Technical Assistance
What's the role of this team?	Manage programs and initiatives that support educator equity including the DC Staffing Data Collaborative.	Provides local education agencies with supports that increases hiring of high quality educators and leaders.	Provides direct support to educators to increase knowledge and skills to effectively reach all learners, including students with disabilities and English learners.
What are the key responsibilities of this team?	▪ Oversees the DC Staffing Data Collaborative and Equitable Access Plan ▪ Conduct data analysis and research to determine equity gaps and supports needed	▪ Manage educator licensure for the District of Columbia ▪ Accredit educator preparation programs ▪ Provide models for educator evaluation programs ▪ Manage educator awards ▪ Identify Blue Ribbon Schools in the District of Columbia	▪ Provide standards-based training and technical assistance for LEAs ▪ Give information about school-wide evidence-based models ▪ Provide support for special populations ▪ Support Science, Technology, Engineering and Math (STEM) ▪ Provide support for literacy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Sarah Jane Forman
Deputy Superintendent
Sara Meyers
Deputy Assistant Superintendent
Kilin Boardman-Schroyer
College & Career Readiness
Christina Beal
DC Tuition Assistance Grant
Kenneth McGhee
GED / Higher Education Licensure Commission
Philip PremDas (GED), Angela Lee (HELC)
Policy & Planning
Byra Cole
Adult & Family Education
JMichelle Johnson
CTE / Career Ed. Development
Richard Kincaid / Simone Garcia
DC ReEngagement Center
Veronica Simmons
What's the role of this team?
Establishes programs and provides services to support middle and high school students as they prepare for postsecondary education and careers
Provides $30M in grants to DC students for tuition assistance at colleges and universities throughout the country
(GED) Supports residents in obtaining the GED credential
(HELC) Licenses degree-granting and non-degree granting postsecondary institutions in the District of Columbia
Works with division programs to develop policy, procedures and strategic interventions that improve program efficiency and outcomes
Provides services to support adult learners in increasing literacy levels
Provides funding to support Career and Technical Education programming, establishes Career Academies, and supports certification attainment for high school students
Reconnects youth, ages 16-24, to educational options and provides wrap-around services to support reengagement
What are the key responsibilities of this team?
Facilitates citywide work to support access and completion
Implements SAT School Day, OSSE Scholars, and Bride to High School
Manages College Application Month and Adult College Completion Network
Manages Dual Enrollment and AP course work
Administers grants to students
Maintains relationships with key stakeholders
Manages fiscal reconciliation efforts
Provides programmatic expertise on new OneApp
(GED)
Administers GED exams
Administers IT certification exams
Processes GED transcript and verification requests
(HELC)
Addresses complaints from the public
Licenses postsecondary institutions
Processes transcript requests
Helps create new policy and procedures documents
Supports programmatic use of data to strengthen outcomes
Administers grants to CBOs offering adult education and training courses
Works with other agencies to provide coordinated services to adult learners
Administers grants to LEAs
Maintains linkages with industry advisory boards
Provides CTE-based professional development
Supports Career Academies through funding
Assesses academic and non-academic needs
Conducts targeted outreach
Identifies good-fit educational options
Provides ongoing support
Supports re-enrollment

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Sarah Jane Forman

Deputy Superintendent
Sara Meyers

Deputy Director Operations
Kenneth King

Deputy Director Administration
Carole Lee

Audit & Compliance
Jason Campbell

Conducts internal investigations to ensure compliance with all applicable laws and policies. Resolves all escalated complaints

- Investigations
- Complaint resolution
- Training

Customer Engagement
Yvette Rosendo

Provides all inbound and outbound communications to stakeholders (parents, schools, advocates) regarding student transportation services. Provides first call resolution support for complaints

- Inbound & outbound call support
- Provides general and bus status information
- Receives transportation service concerns

Facilities Management
Stephon Hopkins

Maintains all terminal facilities to ensure safety and compliance with all standards

- Facility maintenance at each school bus terminal

Fleet Management
Delino House

Coordinates the inspection, maintenance, and retirement of all OSSE-DOT vehicles

- Maintenance and inspection of the more than 700 school buses in fleet

Routing & Scheduling
Janice Waters

Plans bus routes that are compliant with operational and regulatory requirements, conducts analysis for performance improvement, and communicates routing details to supporting departments

- Creates and optimizes routes and schedules for the safe and efficient transport of more than 3,000 students with disabilities

Terminal Operations
Patrice Bowman

Management and support of all School Bus Drivers, School Bus Attendants, and daily operations at each of the four school bus terminal locations

- Management of school bus drivers and attendants that transport eligible students with disabilities

Data & Technology
Wesley Forte

Provides technical support to all OSSE-DOT departments and systems, in addition to school supports for TOTE

- Quickbase support and maintenance
- Helpdesk support for schools and transportation requests
- GPS and phone support

Fiscal Management
Kimberly Borges

Coordinates development of the annual operating and capital budget to ensure appropriate resources are allocated to support OSSE DOT. Manages all procurement and related fiscal reporting activities on behalf of the division

- Budget development and monitoring
- Procurements / Reimbursements
- Fiscal policy / reporting
- Contract administration

Division – Leadership Team

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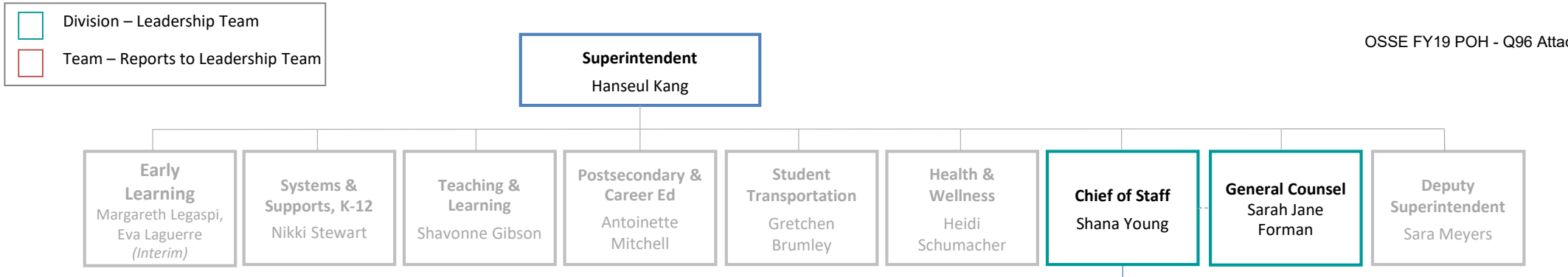
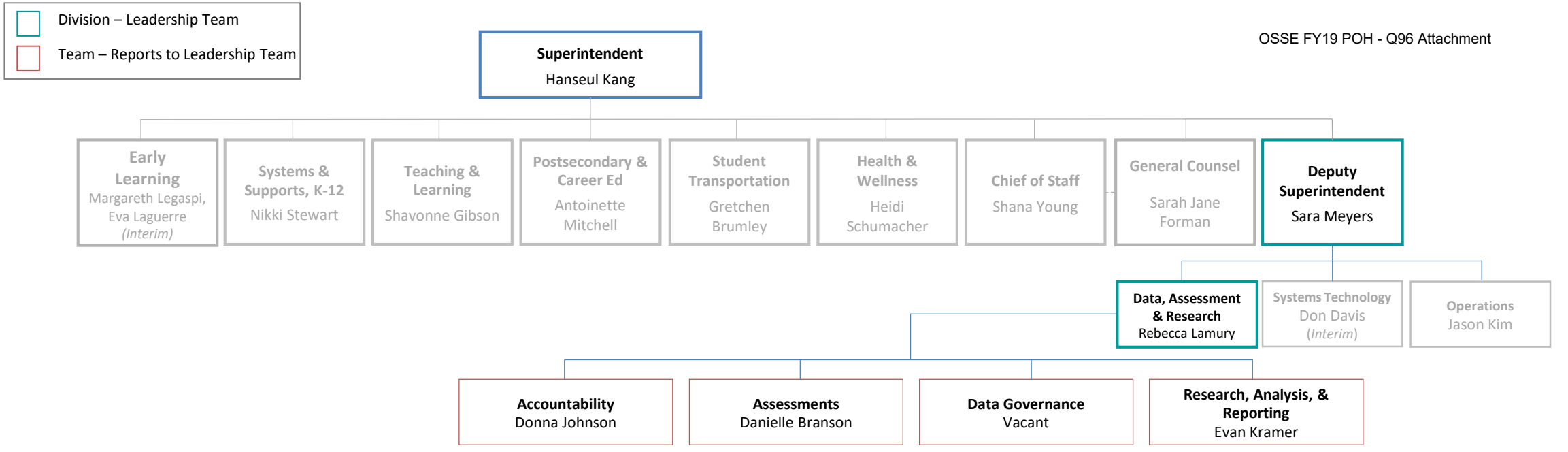
Deputy Assistant Superintendent
Tia Brumsted

	Mental Health Claudia Price	**Healthy Schools & Wellness Programs** Charles Rominiyi	**Nutrition Programs** Lindsey Palmer	**Policy & Planning** David Esquith	**Strategic Operations & Budget** Melissa Smith
What's the role of this team?	Supports multi-tiered school-based mental health supports, including under federal Project AWARE grant and local mental health programs.	Creates and manages programs and resources that focus on comprehensive health and physical education and programs	Encourages, educates and engages district residents, educators, community partners and schools to develop sustainable wellness and nutrition strategies	Creates regulatory and policy framework to support compliance, drive student wellness, foster innovation, and disseminate best practices across sectors	Oversees operations for the Division, including procurement, human resources, finance, and auditing activities
What are the key responsibilities of this team?	▪ Designs and implements systems of mental health care in schools ▪ Fosters cross-sector and cross-agency relationships ▪ Collects and reports data ▪ Technical assistance and training to school and community-based teams	▪ Whole child structures and supports ▪ Health education ▪ Physical education/ physical activity ▪ Reproductive and sexual health ▪ Environmental literacy ▪ Educator leadership development	▪ USDA grant administration ▪ NSLP, SBP, CACFP, Healthy Schools, Summer Meals, Healthy Tots, Food Distribution, Emergency Feeding ▪ School gardens and farm to school programs ▪ Monitoring and compliance for all meal programs	▪ Development, analysis, and execution of policy and regulations ▪ Inter-governmental relations ▪ Program evaluation ▪ Research ▪ Data collection, analysis, visualization and reporting, and strategy	▪ Fiscal strategy, accountability, and oversight ▪ Procurement ▪ Personnel management ▪ Operations strategy and execution ▪ General office admin



What's the role of this team?	Ensures internal and external stakeholders are clear on the agency's role, its direction and priorities, day-to-day decisions and actions, and the rationale behind them	Drives overall change management and improvement, in coordination with leadership team. Fosters coordination within the agency and ensures strong and effective relationships with external partners	Executes agency's approach to recruit, develop, and retain talent. Sets up structures for ongoing feedback and performance management, including building capacity within existing staff members	Provides legal counsel to the agency and represents the agency in legal matters pertaining to its functions.
What are the key responsibilities of this team?	• Strategic communications plan implementation • Relationships with reporters; responses to media inquiries • Structures and channels for communicating with key audiences and stakeholders • Internal and external newsletters: OSSE Wire, LEA Look Forward • Coordination with Mayor's communications team	• Strategic plan implementation progress monitoring and support • Effective and consistent coordination with internal and external stakeholders • Agency's policy agenda, including new and updated regulations, policies, an coordination with DC Council and State Board of Education • Budget and performance plan development and reporting	• Recruitment process • Employee relations • Performance management • Staff capacity building • Coordination with DCHR	• Legal review of key documents • Legal research and advice • Litigation and hearings • Drafting of statutes and regulations • Negotiation and preparation of charter school financing transactions



	Accountability Donna Johnson	Assessments Danielle Branson	Data Governance Vacant	Research, Analysis, & Reporting Evan Kramer
What's the role of this team?	Leads the development, implementation, and routine maintenance of the DC School Report Card and DC's accountability system, the STAR Framework	Leads OSSE's Next Generation Assessment (NGA) annual test administration coordination, policy portfolio, and test integrity procedures	Develops policies, rules, and guidelines for the management, use, and sharing of OSSE data to ensure that all data are managed, used, and handled properly and securely; provides division support for project, change, and communications management	Performs high-quality analysis and research to inform and provide actionable input and reports to OSSE leaders, policy makers, LEA leaders, and stakeholders
What are the key responsibilities of this team?	▪ DC School Report Card ▪ STAR Framework ▪ LEA, school, parent, and community engagement on changes and impacts of the report card and accountability system	▪ ACCESS ELL assessment ▪ Assessment development ▪ Assessment policy ▪ Assessment reporting ▪ Collaborative assessment and program research ▪ DC Science assessment ▪ LEA support and training for assessments ▪ MSAA ▪ PARCC ▪ Test administration ▪ Test integrity	▪ Accountability oversight and governance ▪ Change management ▪ Communications management ▪ Data policy development ▪ Data privacy ▪ Data sharing agreements ▪ Data stewardship ▪ Project management	▪ Accountability operations ▪ Collaborative research ▪ Data analysis ▪ Data requests ▪ Federal reporting ▪ LEA engagement for research and analysis results and impact ▪ Local reporting

Division – Leadership Team

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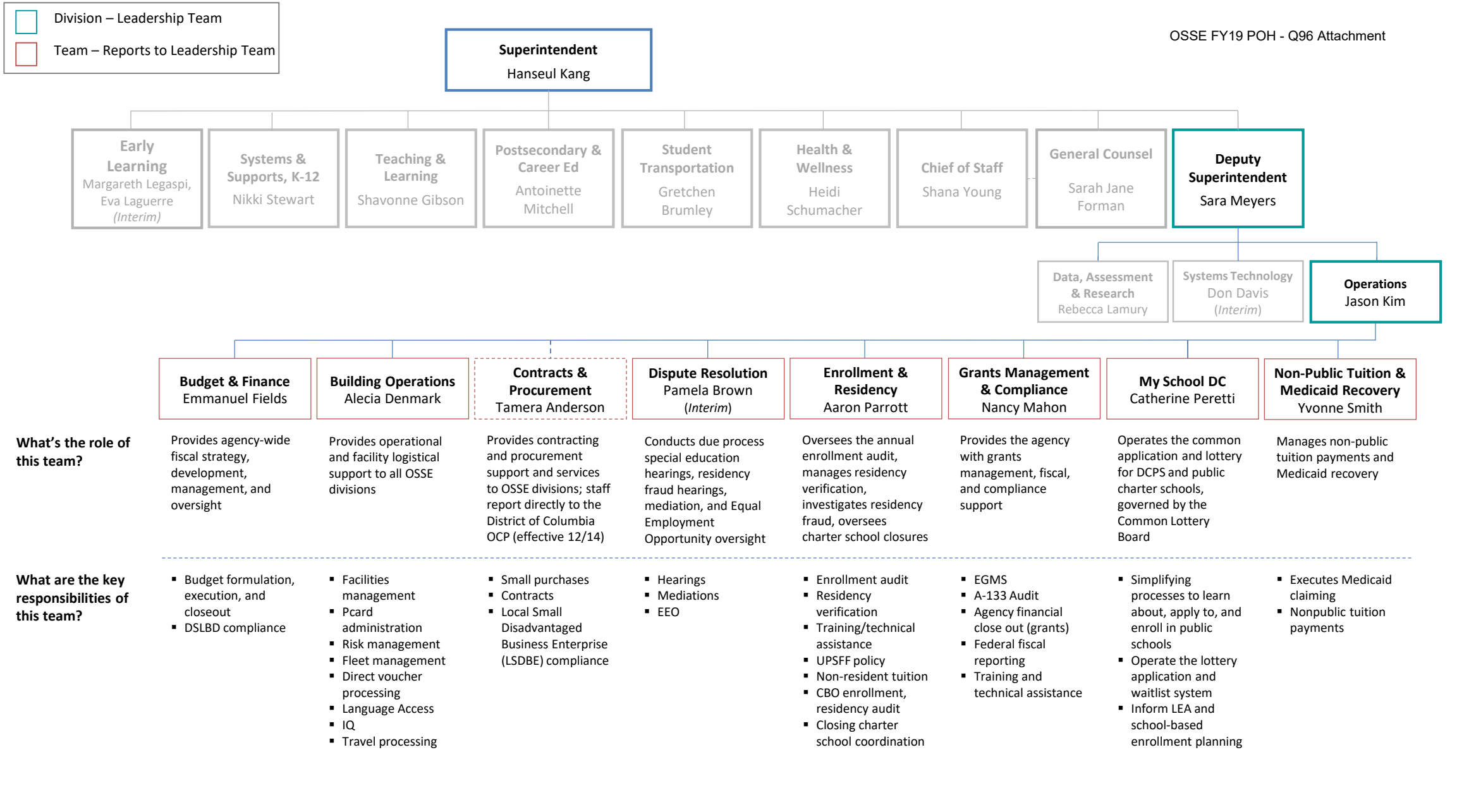
- **Deputy Superintendent** — Sara Meyers
  - **Data, Assessment & Research** — Rebecca Lamury
  - **Systems Technology** — Don Davis (*Interim*)
    - **Application Development** — Stephanie Davis
    - **Customer Support** — Don Davis
    - **Data Management** — Stephanie Davis (*Interim*)
    - **Project Management** — Aida Fikre
  - **Operations** — Jason Kim

	Application Development	Customer Support	Data Management	Project Management
What's the role of this team?	Supports, develops, and manages OSSE's internal and external applications	Provides day-to-day support of the agency's computer systems, service desk, email and network resources	Manages data received by OSSE to ensure that all data assets are high-quality, properly documented, and easily discoverable	Manages OSSE's IT portfolio, internal staff resources, vendors and coordination between programmatic divisions and IT
What are the key responsibilities of this team?	▪ Application support and troubleshooting ▪ Change control ▪ Data applications development ▪ Data visualizations ▪ Software development ▪ System architecture	▪ Connectivity ▪ Device support ▪ Grants system development ▪ Internal and LEA customer support ▪ Server and user management ▪ Telecom	▪ Data architecture ▪ Data collection ▪ Data quality assurance ▪ Master data management ▪ Reference data management	▪ Business analysis ▪ Contract management ▪ Fiscal planning ▪ Process improvement



	Budget & Finance (Emmanuel Fields)	Building Operations (Alecia Denmark)	Contracts & Procurement (Tamera Anderson)	Dispute Resolution (Pamela Brown, *Interim*)	Enrollment & Residency (Aaron Parrott)	Grants Management & Compliance (Nancy Mahon)	My School DC (Catherine Peretti)	Non-Public Tuition & Medicaid Recovery (Yvonne Smith)
What's the role of this team?	Provides agency-wide fiscal strategy, development, management, and oversight	Provides operational and facility logistical support to all OSSE divisions	Provides contracting and procurement support and services to OSSE divisions; staff report directly to the District of Columbia OCP (effective 12/14)	Conducts due process special education hearings, residency fraud hearings, mediation, and Equal Employment Opportunity oversight	Oversees the annual enrollment audit, manages residency verification, investigates residency fraud, oversees charter school closures	Provides the agency with grants management, fiscal, and compliance support	Operates the common application and lottery for DCPS and public charter schools, governed by the Common Lottery Board	Manages non-public tuition payments and Medicaid recovery
What are the key responsibilities of this team?	▪ Budget formulation, execution, and closeout ▪ DSLBD compliance	▪ Facilities management ▪ Pcard administration ▪ Risk management ▪ Fleet management ▪ Direct voucher processing ▪ Language Access ▪ IQ ▪ Travel processing	▪ Small purchases ▪ Contracts ▪ Local Small Disadvantaged Business Enterprise (LSDBE) compliance	▪ Hearings ▪ Mediations ▪ EEO	▪ Enrollment audit ▪ Residency verification ▪ Training/technical assistance ▪ UPSFF policy ▪ Non-resident tuition ▪ CBO enrollment, residency audit ▪ Closing charter school coordination	▪ EGMS ▪ A-133 Audit ▪ Agency financial close out (grants) ▪ Federal fiscal reporting ▪ Training and technical assistance	▪ Simplifying processes to learn about, apply to, and enroll in public schools ▪ Operate the lottery application and waitlist system ▪ Inform LEA and school-based enrollment planning	▪ Executes Medicaid claiming ▪ Nonpublic tuition payments

Office of the State Superintendent of Education FY2019

Agency Office of the State Superintendent of Education **Agency Code** GD0 **Fiscal Year** 2019

Mission The mission of the Office of the State Superintendent of Education (OSSE) is to remove barriers and create pathways so District residents receive an excellent education and are prepared to achieve success in college, careers, and life.

Summary of Services The Office of the State Superintendent of Education serves as the District of Columbia's State Education Agency (SEA). In this role, OSSE manages and distributes federal funding to education providers and exercises oversight responsibility over federal education programs and related grants administered in the District to ensure quality and compliance. OSSE also serves as the standard-bearer in education for the District of Columbia. OSSE develops state-level education policies and standards aligned with school, college, and workforce readiness expectations. OSSE further ensures that the District collects and reports accurate and reliable data. OSSE provides technical support to increase effectiveness among education providers, thereby improving outcomes for all students. OSSE also leads the Special Education Transportation (Agency Code GO0), Non-public Tuition (Agency Code GN0), and administers the District of Columbia Public Charter Schools Payments.

2019 Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
Successful release of the DC School Report Card	The successful release of the STAR Framework and DC School Report Card are intrinsically linked to the pillar of the OSSE Strategic Plan related to sharing and using actionable data. Internally, the agency has worked to ensure that the critical information from the STAR framework and report card and used to inform our own decision-making and priorities. For example, we have used the Report Card data to develop professional development opportunities based on performance trends as well as in the analysis of trends in leading and lagging data points.	The DC School Report Card provides parents, family members, and the public with clear and transparent information about all schools across the city, including DCPS and DC public charter schools. Built in partnership with parents and families, the DC School Report Card is a tool and a step toward a more transparent, equitable educational system into the District of Columbia. In addition to helping OSSE keep students at the center of critical decision-making, the Report Card provides families with a window into understanding how their child(ren)'s school is doing and can lend perspective that helps parents make informed decisions about school choice. Since launching in December 2018, more than 55,000 people have visited the DC School Report Card and there have been nearly 150,000 views of key videos on the report card and the STAR Framework.
Development of 2019-23 OSSE Strategic Plan	The 2019-2023 Strategic Plan has provided OSSE with an opportunity to reflect on the progress made over the last four years and realign around a common framework for excellence in education for the District. Setting concrete student outcome goals has helped to create a new north star for our internal focus, bring additional clarity to our agency's work, and ensure that all of the work across the agency is aligned toward the ultimate vision of improving outcomes for students and families.	OSSE's 2019-2023 Strategic Plan sets forth an ambitious vision for the agency's work over the next five years, publicly sharing our vision, mission, concrete goals for improving student outcomes, and the strategic pillars we will use to get there. By 2023, OSSE aims to meet the following goals: • 1,500 more vulnerable infants and toddlers accessing quality care, • 4,100 more students in high-quality pre-K classrooms, • 6,700 more students meeting or exceeding expectations on state assessments while closing achievement gaps, and • 1,100 more students enrolling in higher education and on a path to completion.
Expanded access to infant and toddler seats	OSSE's Strategic Plan also set the goal of providing 1,500 additional vulnerable infants and toddlers with access to high quality child care slots by 2023. OSSE will meet this goal by creating new seats, improving the quality of existing seats, and helping more vulnerable families access quality programs. Moving forward, OSSE will expand the impact of the Quality Improvement Network (QIN), a comprehensive system of supports for infant and toddler providers and families; engage providers in the continuous improvement of the Capital Quality process; and offer providers quality supports to help improve the quality of care and learning. Finally, OSSE will also strengthen communication and outreach to parents and families by promoting My Child Care DC and the Capital Quality designations to help ensure families, especially those from low-income backgrounds, have more equitable access to high-quality care and learning.	Children under 5 years old currently make up 45,000 of the District's 700,000 residents, and there is a shortage of child care for families across the city. We are in our second year of a three-year project to help address this challenge by creating 1000 new slots for infants and toddlers. By the end of FY19, we have funded the creation of 887 infant and toddler seats, through $5,062,386 in sub-grant awards, in Wards 1, 3, 4, 5, 6, 7, and 8. OSSE's focus on increasing access to early childhood care for vulnerable infants and toddlers has great potential for positive impact in addressing the shortage of child care for families across the city. To enable the creation of 887 new quality slots, we have provided grants that help to both establish new or renovate existing child development facilities serving infants and toddlers and offer technical assistance and training to child development facility operators to support compliance with the licensure requirements for efficient and effective operations.

2019 Key Performance Indicators

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Target	FY 2019 Q1	FY 2019 Q2	FY 2019 Q3	FY 2019 Q4	FY 2019 Actual	KPI Status	Explanation
1 - High quality and actionable data: OSSE will provide high-quality data and analysis that will empower Local Education Agencies (LEAs), Community-Based Organizations (CBOs), and providers to meet the needs of all learners and allow education partners to make informed policy decisions. (4 Measures)											

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Target	FY 2019 Q1	FY 2019 Q2	FY 2019 Q3	FY 2019 Q4	FY 2019 Actual	KPI Status	Explanation
Percent of user requests via the services portal solved and closed within five days of receipt	Annually	77.5%	68.5%	85%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	87.8%	Met	
Percent of all students graduating from high school in four years	Annually	Waiting on Data	Waiting on Data	79%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	66%	Unmet	Graduation rates decreased year-over-year, mostly driven by a lower rate within DCPS as compared to charters. DCPS suggests this is the result of the enactment of a credit recovery policy that increased the rigor of graduation requirements.
Percent of all students at college and career ready level in reading on statewide assessment	Annually	31%	33%	34%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	37%	Met	
Percent of all students at college and career ready level in mathematics on statewide assessment	Annually	28%	29%	32%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	31%	Nearly Met	While we saw improvement overall, there was a decrease in performance in grades 5-8 which tempered the statewide improvements

2 - Quality and equity focus: OSSE will work with our education partners to set high expectations for program quality and align incentives to accelerate achievement for those learners most in need. (4 Measures)

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Target	FY 2019 Q1	FY 2019 Q2	FY 2019 Q3	FY 2019 Q4	FY 2019 Actual	KPI Status	Explanation
Percent of childhood and development programs that meet "Quality" and "High-Quality" designations	Annually	49.5%	49.7%	55%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	42.9%	Unmet	The methodology to compute this metric has changed in FY19 to reflect the shift from "Going for the Gold" (previous Quality Rating and Improvement System (QRIS) based on accreditation) to Capital Quality, the redesigned QRIS (based on observational assessments). FY19 data is calculated based on the recently implemented Capital Quality program. The numerator is the number of facilities having Quality or High-Quality designation and the denominator is the total number of subsidy providing facilities participating in the Capital Quality program. Previous years used Going for the Gold data, wherein the numerator is calculated with facilities having Quality tier (Gold previously) and the denominator is the total number of subsidy providing facilities included in the Going for the Gold QRIS program.
Percent of residents enrolled in an adult and family education program who complete at least one functioning level	Annually	36.6%	42.8%	40%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	47.6%	Met	

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Target	FY 2019 Q1	FY 2019 Q2	FY 2019 Q3	FY 2019 Q4	FY 2019 Actual	KPI Status	Explanation
Percent of DC public and public charter school students completing a post-secondary degree within six years of college enrollment	Annually	Waiting on Data	Waiting on Data	37%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data		
Percent of low-performing schools that show overall growth in academic achievement	Annually	Waiting on Data	Waiting on Data	65%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	80%	Met	
3 - Responsive & consistent service: OSSE will provide responsive, consistent, and considerate customer service to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students. (8 Measures)											
Number of A-133 audit findings	Annually	0	0	5	Annual Measure	Annual Measure	Annual Measure	Annual Measure	0	Met	
Average number of days taken to complete reviews of educator licensure applications	Quarterly	135	16.8	30	19.3	26.5	23.2	29.9	24.7	Met	System flagging as unmet because is incorrectly adding values for Q1 - Q4; metric was met, as the average of Q1 - Q4 is 24.7.
Percent of IEPs reviewed that comply with secondary transition requirements	Quarterly	Waiting on Data	80%	70%	93%	93%	62%	62%	77.5%	Met	
Average response time for complaints filed against early child care facilities	Annually	72	36	48	Annual Measure	Annual Measure	Annual Measure	Annual Measure	37	Met	
Percent of timely Individuals with Disabilities Act (IDEA) due process hearings	Quarterly	98.3%	98.5%	95%	82.4%	96.6%	100%	100%	95.4%	Met	
Percent of grant funds reimbursed within 30 days of receipt	Quarterly	83.2%	85.8%	90%	96.2%	90.8%	96.6%	97.7%	95.6%	Met	
Percent of eligible infants and toddlers under IDEA Part C (birth-3) for whom an evaluation and assessment and an initial IFSP meeting were conducted within required time period	Annually	Waiting on Data	Waiting on Data	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data		
Percent of timely completion of state complaint investigations	Annually	100%	100%	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	100%	Met	
5 - Create and maintain a highly efficient, transparent and responsive District government. (8 Measures)											

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Target	FY 2019 Q1	FY 2019 Q2	FY 2019 Q3	FY 2019 Q4	FY 2019 Actual	KPI Status	Explanation
HR MANAGEMENT - Percent of eligible employees completing and finalizing a performance plan in PeopleSoft (Updated by OCA)	Annually	New in 2019	New in 2019	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	98.7%	No Target Set	
HR MANAGEMENT - Percent of eligible employee performance evaluations completed and finalized in PeopleSoft (Updated by OCA)	Annually	New in 2019	New in 2019	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	No Target Set	
FINANCIAL MANAGEMENT - Quick Payment Act Compliance - Percent of QPA eligible invoices paid within 30 days (Updated by OCA)	Annually	New in 2019	New in 2019	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	98.3%	No Target Set	
FINANCIAL MANAGEMENT - Percent of local budget de-obligated to the general fund at the end of year (Updated by OCA)	Annually	New in 2019	New in 2019	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	No Target Set	
CONTRACTS AND PROCUREMENT - Percent of Small Business Enterprise (SBE) annual goal spent (Updated by OCA)	Annually	New in 2019	New in 2019	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data		
IT POLICY AND FOIA COMPLIANCE - Percent of "open" data sets identified by the annual Enterprise Dataset Inventory published on the Open Data Portal - (Updated by OCA)	Annually	New in 2019	New in 2019	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	100%	No Target Set	
IT POLICY AND FOIA COMPLIANCE - Percent of FOIA Requests Processed in more than 25 business days - statute requirements allow 15 business days and a 10 day extension - (Updated by OCA)	Annually	New in 2019	New in 2019	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	No Target Set	

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Target	FY 2019 Q1	FY 2019 Q2	FY 2019 Q3	FY 2019 Q4	FY 2019 Actual	KPI Status	Explanation
HR MANAGEMENT - Average number of days to fill vacancy from post to offer acceptance (Updated by OCA)	Annually	New in 2019	New in 2019	New in 2019	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	No Target Set	

*The HR management, financial Management, IT policy and FOIA compliance, and Contracts and Procurement measures were collected for all mayoral agencies in FY 2019. OCA calculates these measure based on summary-level data from various agencies, and cannot verify the accuracy of any calculations that were made to the source data prior to its receipt by OCA. The 2019 DC Enterprise Data Inventory (EDI), which contains data on "open" data sets published on DC's Open Data Portal, is current as of March 9, 2019. Due to data lags, FY 2019 data for the following core business measures will be published in March 2020: Contracts and Procurement - Percent of Small Business Enterprise (SBE) annual goal spent; Financial Management - Percent of local budget de-obligated to the general fund at the end of year; Human Resource Management - Average number of days to fill vacancy from post to offer acceptance; Human Resource Management - Percent of eligible employee performance evaluations completed and finalized in PeopleSoft; and IT Policy and Freedom of Information Act (FOIA) Compliance - Percent of FOIA Requests Processed in more than 25 business days - statute requirements allow 15 business days and a 10 day extension.

2019 Workload Measures

Measure	FY 2017 Actual	FY 2018 Actual	FY 2019 Q1	FY 2019 Q2	FY 2019 Q3	FY 2019 Q4	FY 2019 Actual
1 - Federal Meal Programs (3 Measures)							
Average number of students participating daily in the National School Lunch Program	Waiting on Data	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
Average number of meals served in Child and Adult Care Food Program	Waiting on Data	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
Average number of students participating daily in the School Breakfast Prorgram	Waiting on Data	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
2 - Adult Literacy (2 Measures)							
Number of adults who receive a State Diploma (inclusive of National External Diploma Program or General Education Development)	350	388	Annual Measure	Annual Measure	Annual Measure	Annual Measure	329
Number of residents who enroll in an Adult and Family Education funded program	3032	1126	Annual Measure	Annual Measure	Annual Measure	Annual Measure	1062
2 - Student Enrollment (1 Measure)							
Number of PK-12 students in public and public charter schools	90,061	92,245	Annual Measure	Annual Measure	Annual Measure	Annual Measure	93,016
3 - Administer DC Tuition Assistance Grant (DCTAG) and Mayor's Scholars Programs (1 Measure)							
Percent of high school seniors completing a DC TAG application	48.2%	49%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	57.3%
3 - Child Care Facilities (3 Measures)							
Number of affordable infant and toddler slots at child development centers	4213	7421	Annual Measure	Annual Measure	Annual Measure	Annual Measure	7201
Number of children subsidized by child development programs	11,210	11,257	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data
Number of infant/toddlers receiving IDEA Part C early intervention services	Waiting on Data	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	1056
3 - Individuals with Disabilities Education Act (2 Measures)							
Amount of Medicaid reimbursement collected	$3,763,557	$4,823,383	Annual Measure	Annual Measure	Annual Measure	Annual Measure	$7,731,612.2
Number of students with Individualized Education Programs (IEPs)	12,811	12,596	Annual Measure	Annual Measure	Annual Measure	Annual Measure	13,319
3 - Re-Engagement (1 Measure)							
Number of disconnected youth that were re-enrolled in an educational program through the reengagement center	205	245	40	21	20	128	209

Measure	FY 2017 Actual	FY 2018 Actual	FY 2019 Q1	FY 2019 Q2	FY 2019 Q3	FY 2019 Q4	FY 2019 Actual
3 - Summer Food Service Program (1 Measure)							
Percent of low income students participating in the Summer Food Service Program	Waiting on Data	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data

2019 Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - High quality and actionable data: OSSE will provide high-quality data and analysis that will empower Local Education Agencies (LEAs), Community-Based Organizations (CBOs), and providers to meet the needs of all learners and allow education partners to make informed policy decisions. (6 Activities)			
OFFICE OF THE STATE SUPERINTENDENT	Key Education Issues	Conduct research and data analysis for key education issues for the District e.g., Student Mobility Report, Equity Reports, evaluations of key programs/projects, next generation assessment results, and fulfillment of additional data requests	Key Project
OFFICE OF THE STATE SUPERINTENDENT	Continuous Improvement	Support accountability and continuous improvement across the District's education landscape. Manage state accountability system. Provide transparency on key education data	Daily Service
ELEM & SECOND ASST SUPERINTENDENT'S OFF	Technical Assistance and Support to LEAs	Provide technical assistance, oversight, and support to improve performance of low-performing schools and boost college- and career-readiness of students and equitable access to effective educators.	Daily Service
OFFICE OF THE ENTERPRISE DATA MANAGEMENT	Reporting to the US Department of Education	Collect, validate and aggregate data for federal reporting from LEAs.	Key Project
NUTRITION SERVICES	Federal Meal Programs	Administer national school breakfast, national school lunch, and child and adult food care programs and federal meal programs designed to provide nutritious meals throughout the day, particularly for low income child and students.	Daily Service
OFFICE OF THE ENTERPRISE DATA MANAGEMENT	Administer Annual State Assessment Program	Successfully administer the assessment portfolio (Partnership for Assessment of Readiness for College and Career (PARCC), National Center and State Collaborative (NCSC), Science, Science Alt, Assessing Comprehension and Communication in English State to State (ACCESS)) providing clear guidance and documentation to LEAs prior to test administration, and realtime triage and comprehensive support to LEAs during test administration. Provide meaningful distribution of results to the public, LEAs, schools, and families. www.osse.dc.gov/parcc	Key Project
2 - Quality and equity focus: OSSE will work with our education partners to set high expectations for program quality and align incentives to accelerate achievement for those learners most in need. (4 Activities)			
NUTRITION SERVICES	Access to Programs	Support increased access to and participation in programs that promote academic, physical, and emotional health and well-being of students. Activities range from implementation of the Healthy Schools Act programs including school gardens to implementation of the DC State Athletics Association.	Daily Service
STUDENT ENROLLMENT AND RESIDENCY	Student Enrollment	Manage annual student enrollment audit and ongoing student residency verification	Key Project
ADULT AND FAMILY EDUCATION	Adult Literacy	Provide adult literacy, occupational literacy, and postsecondary education training to DC residents. Includes coordination with DOES and WIC.	Daily Service
GRANTS MGMT AND PROGRAM COORDINATION	Adminster Grants	Administer federal and local grants to LEAs, CBOs, and other organizations on a variety of topics e.g., Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), Perkins, Community Schools, environmental literacy, school gardens, McKinneyVento.	Daily Service
3 - Responsive & consistent service: OSSE will provide responsive, consistent, and considerate customer service to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students. (8 Activities)			
DC REENGAGEMENT CENTER	Re-Engagement	Provide a fair and equitable alternative dispute resolution process. Oversee the DC Re-Engagement Center and share learnings from its operations with other city agencies and nonprofits engaged in related work with youth.	Daily Service
STUDENT HEARING OFFICE	Alternative Dispute Resolution Process	Provide a fair and equitable alternative dispute resolution process.	Daily Service
CHIEF INFORMATION OFFICER	Operate Schools Technology Fund	Distribute small grants to LEAs to support technology in schools.	Key Project
ECE CHILD CARE SUBSIDY PROGRAM	Child Care Facilities	License child care facilities and administer child care subsidies. Promote accountability and excellence; hold system accountable for results; provide high-quality, safe, and healthy early care and education opportunities for children.	Daily Service

Operations Header	Operations Title	Operations Description	Type of Operations
HIGHER EDUC FINANCIAL SVCS & PREP PRGMS	Administer DC Tuition Assistance Grant (DCTAG) and Mayor's Scholars Programs	Administer DCTAG and Mayor's Scholars Programs to support college access for DC high school seniors.	Key Project
ELEM & SECOND ASST SUPERINTENDENT'S OFF	Professional Development	Provide professional development to educators on a variety of topics that is high quality and responsive to the needs of LEAs.	Daily Service
NUTRITION SERVICES	Summer Food Service Program	Oversee the Summer Food Service Program: federal meal program operated during summer months when school is out and ensures youth have access to nutritious meals all year round.	Key Project
SPECIAL EDUCATION ASST SUPERINDENTENT'S	Individuals with Disabilities Education Act	Provide oversight and support to LEAs with implementation of the Individuals with Disabilities Education Act. Ensure that children with qualifying developmental disabilities access and receive timely and high-quality services.	Daily Service
4 - Top notch talent: OSSE will attract, develop, and retain top-notch talent to build a highly effective state education agency that makes a meaningful contribution to DC education. (1 Activity)			
HUMAN RESOURCES	Recruitment, Professional Development, Progressive Discipline, Compliance, and Leave and Payroll for OSSE and OSSE DOT employees	Quality design and effective implementation of Recruitment, Professional Development, Progressive Discipline, Compliance, and Leave and Payroll for OSSE and OSSE DOT employees.	Daily Service
5 - Create and maintain a highly efficient, transparent and responsive District government. (2 Activities)			
OFFICE OF THE CHIEF OF STAFF	Transparent and Responsive Communications	Maintain transparent and responsive communications system to improve public outreach, inform the public and internal stakeholders about OSSE services, and provide access to critical data. osse.dc.gov learndc.org results.osse.dc.gov mcff.osse.dc.gov	Daily Service
OFFICE OF THE CHIEF OF STAFF	Implement Policy Agenda	Implement policy agenda,including coordinating with program offices to draft regulations and required reports. OSSE engages with LEAs and the public regarding proposed regulations through outreach and discussion with major stakeholder groups through means such as working groups, meetings, and public hearings. In addition, OSSE informs LEAs of new or updated regulations or policies through existing partner lists and coalitions or consortia, as well as through OSSE's weekly newsletter, the LEA Look Forward. OSSE provides a formal public comment period for proposed regulations (generally 30 days).	Daily Service

2019 Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Adminster Grants (1 Strategic Initiative)				
Maximize the impact of OSSE's grantmaking	Maximize how OSSE grants support outcomes for students and families. Internally, this includes implementing intentional and effective systems and a new training initiative to support staff to make, manage, and learn from our grants. Externally, this includes launching a forecast to enable strategic planning and engagement for upcoming FY20 grants.	Complete	OSSE released the 19-20 external forecast on time in January 2019. In addition, the agency has developed an internal planning calendar for FY20 grant development and completed all grant development that was scheduled for release this fiscal year. The training program continues to be expanded with in-person sessions and ongoing updates to our online Hub.	
Child Care Facilities (1 Strategic Initiative)				

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Expand access to infant and toddler seats	Maintaining the District's investment, OSSE will continue to incentivize child development providers to increase the supply of child care services for infants and toddlers throughout the District, creating 1,000 quality new slots by 2020. OSSE will provide grants that aid in the 1) establishment of new or renovation of existing child development facilities serving infants and toddlers and 2) offer technical assistance and training to child development facility operators to support compliance with the licensure requirements for efficient and effective operations.	75-99%	The Access to Quality Child Care Expansion Grant, which was announced in March of 2018, has awarded $5,062,386 in sub-grant funding to date. These funds will be used to create 887 infant and toddler seats in Ward 1, 3, 4, 5, 6, 7 and 8.	The deadline for creation of 1,000 infant and toddler slots is September 2020. This will be completed ahead of schedule.
Continuous Improvement (1 Strategic Initiative)				
Accountability System & School Report Card	Manage a smooth and effective launch of the school new report cards and STAR accountability system to schools and parents by December 2018. Support schools, parents, and the community in understanding how to use the new tool by developing tools and other resources.	Complete	Complete as of FY19 Q1	
Recruitment, Professional Development, Progressive Discipline, Compliance, and Leave and Payroll for OSSE and OSSE DOT employees (1 Strategic Initiative)				
Strengthen Recruitment	Develop new and strengthened supports for managers in response to manager and employee feedback, including a manager training on employee relations issues (employee discipline, medical and disability-related benefits), regular manager communities of practice, systematic coaching and mentoring opportunities, and a regular manager orientation.	75-99%	The OSSE Talent team completed the second cohort for the Manager Coaching Program, offered systematic coaching opportunities, established a Manager Community of Practice, introduced an annual manager discipline training, and a held manager retreat. The mentorship program, formalized manager orientation, and employee leave trainings are scheduled to launch in FY20.	This is a multi-year initiative. The mentorship program pilot, formalized manager orientation, and manager employee leave trainings are scheduled to launch in FY20.
Student Enrollment (1 Strategic Initiative)				
Systems and Data Support for District Residency Framework	This initiative will include expanding and solidifying OSSE and Office of Enrollment and Residency policies, leveraging MySchool DC for outreach and data insights, and rolling out a first-ever case management system for end-to-end management of residency work streams including tips, investigations, and tuition collection.	75-99%	OSSE completed the digital residency requirement ad campaign in September. In addition, the OER Handbook, which compiles all policies produced by OER was also released in September. The only outstanding item is the case management system (CMS), which has not been fully rolled out. The CMS has an awarded contract and is currently in development.	Only item outstanding is the CMS which is in development and should be operational in the next two months.

Special Education Transportation FY2019

Agency Special Education Transportation

Agency Acronym OSSE DOT

Agency Code GO0

To edit agency and POC information press your agency name (underlined and in blue above).

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Fiscal Year 2019

FY2019 Agency Top Accomplishments

Add Accomplishment Add Accomplishment

Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
In FY19, the solicitation for 144 new buses equipped with cameras to monitor safety on the bus and to aid in the investigation of school bus incidents and accidents was put out for bid. DOT also awarded a contract and production began for 20 new vans equipped with cameras for student transportation.	Ensure that the fleet used to transport students are both reliable and efficient, not exceeding six years. Buses with cameras will aid in monitoring safety and investigations, ensuring student and staff safety.	Ensure that the fleet used to transport students are both reliable and efficient, not exceeding six years. Buses with cameras will aid in monitoring safety and investigations, ensuring student and staff safety.
DOT trained 64% of its entire workforce in Communicate with Heart. Communicate with HEART is a customer service training program for all staff that provides practical skills and tools for employees to use as standards of behavior when communicating with parents, students, LEAs, stakeholders and colleagues.	In addition to improving customer relations externally, Communicate with Heart will transfer to how staff interact with one another, management and among teams.	Communicate with Heart training is intended to improve overall customer service and service delivery to parents, students, LEAs and stakeholders.
In January 2019, OSSE DOT converted 200 frontline staff from part time to full time employees. This conversion afforded 200 employees with full benefits, yearly incentives, a higher hourly wage while addressing the need for the increasing number of students attending schools whose calendars span either 11 months or 12 months. In addition to the conversion, all school bus drivers and school bus attendants received a salary increase designed to create pay parody among similarly placed positions.	The conversion alleviates overtime pressures while OSSE DOT continues to actively recruit front line staff. This promotion also boost moral among staff, thus improving staff performance and outcomes.	The promotion of 200 part-time employees to full-time status helped to alleviate overtime pressures and thus benefited OSSE DOT and the District. Full-time employees can transport students assigned to longer routes (due to the location of their school), inspect school buses following the routes and perform other duties as required within their eight-hour tour of duty and without incurring significant overtime expenses. An increase in dedicated full time staff improves service delivery to DC residents and families.

Agency's Operating Budget

Lookup Your Agency's Operating Budget

2019 Objectives

Strategic Objectives

Objective Number	Strategic Objective
1	Customer Service: Provide accurate, responsive, and pro-active communication and services to ensure a positive customer experience through friendly and respectful interactions.
2	Safety: Support learning opportunities by providing the safest and least restrictive transportation options to eligible District of Columbia students.
3	Reliability: Establish and maintain the infrastructure necessary to ensure eligible students receive reliable transportation services to and from school.
4	Efficiency: Maximize the use of human, physical, financial, and technological resources by continuously striving for the most cost effective operations.
5	Create and maintain a highly efficient, transparent and responsive District government.

Add Strategic Objective Add Strategic Objective

2019 Key Performance Indicators

Key Performance Indicators

Measure	New Measure/ Benchmark Year	Directionality	FY 2017 Actual Report	FY 2018 Actual Report	FY 2019 Target Report	FY 2019 Q1	FY 2019 Q2	FY 2019 Q3	FY 2019 Q4	FY 2019 Report	Was 2019 KPI Met?	Are Explanations of Barriers to Meeting KPIs Complete
1 - Customer Service: Provide accurate, responsive, and pro-active communication and services to ensure a positive customer experience through friendly and respectful interactions. (1 Measure)												
Average percent of calls answered	☐	Up is Better	87%	81.5%	92%	77.1%	87%	94%	86.1%	85.7%	Nearly Met	
2 - Safety: Support learning opportunities by providing the safest and least restrictive transportation options to eligible District of Columbia students. (1 Measure)												
Preventable accidents per 100,000 miles	☐	Down is Better	0.6	1.7	1	0.4	0.9	1.8	1.8	1.2	Unmet	
3 - Reliability: Establish and maintain the infrastructure necessary to ensure eligible students receive reliable transportation services to and from school. (1 Measure)												
Percent On-Time Arrival at School AM (20 minute window)	☐	Up is Better	86.7%	85%	94%	87.6%	90%	91%	88.6%	89.3%	Nearly Met	

Measure	New Measure/ Benchmark Year	Directionality	FY 2017 Actual Report	FY 2018 Actual Report	FY 2019 Target Report	FY 2019 Q1	FY 2019 Q2	FY 2019 Q3	FY 2019 Q4	FY 2019 Report	Was 2019 KPI Met?	Are Explanations of Barriers to Meeting KPIs Complete
4 - Efficiency: Maximize the use of human, physical, financial, and technological resources by continuously striving for the most cost effective operations. (1 Measure)												
Variable Cost per Route (Fuel, Maintenance, Overtime)	☐	Down is Better	1727	1739.4	1700	1785	2012.7	1798	1864.4	1865	Nearly Met	
5 - Create and maintain a highly efficient, transparent and responsive District government. (8 Measures)												
HR MANAGEMENT - Average number of days to fill vacancy from post to offer acceptance (Updated by OCA)	✔	Down is Better	New in 2019	New in 2019	New in 2019	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	No Target Set	
HR MANAGEMENT - Percent of eligible employees completing and finalizing a performance plan in PeopleSoft (Updated by OCA)	✔	Up is Better	New in 2019	100%	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	100%	No Target Set	
HR MANAGEMENT - Percent of eligible employee performance evaluations completed and finalized in PeopleSoft (Updated by OCA)	✔	Up is Better	New in 2019	99.4%	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	No Target Set	
FINANCIAL MANAGEMENT - Quick Payment Act Compliance - Percent of QPA eligible invoices paid within 30 days (Updated by OCA)	✔	Up is Better	New in 2019	100%	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	97.5%	No Target Set	
FINANCIAL MANAGEMENT - Percent of local budget de-obligated to the general fund at the end of year (Updated by OCA)	✔	Down is Better	New in 2019	0.6%	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	No Target Set	
CONTRACTS AND PROCUREMENT - Percent of Small Business Enterprise (SBE) annual goal spent (Updated by OCA)	✔	Up is Better	New in 2019	134.5%	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data		
IT POLICY AND FOIA COMPLIANCE - Percent of "open" data sets identified by the annual Enterprise Dataset Inventory published on the Open Data Portal - (Updated by OCA)	✔	Up is Better	New in 2019	No Applicable Incidents	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	No Target Set	

Measure	New Measure/ Benchmark Year	Directionality	FY 2017 Actual Report	FY 2018 Actual Report	FY 2019 Target Report	FY 2019 Q1	FY 2019 Q2	FY 2019 Q3	FY 2019 Q4	FY 2019 Report	Was 2019 KPI Met?	Are Explanations of Barriers to Meeting KPIs Complete
IT POLICY AND FOIA COMPLIANCE - Percent of FOIA Requests Processed in more than 25 business days - statute requirements allow 15 business days and a 10 day extension - (Updated by OCA)	✔	Down is Better	New in 2019	New in 2019	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	No Target Set	

2019 Operations

Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Customer Service: Provide accurate, responsive, and pro-active communication and services to ensure a positive customer experience through friendly and respectful interactions. (1 Activity)			
COMMUNICATION, OUTREACH & ADMINISTRATION	Coordinate and execute strategic internal and external communications	Coordinate and expand communication to OSSE-DOT staff, other OSSE departments, schools/ LEAs, and students and families who use student transportation through efforts led by OSSE-DOT Office of Customer Engagement.	Daily Service
2 - Safety: Support learning opportunities by providing the safest and least restrictive transportation options to eligible District of Columbia students. (1 Activity)			
TRAINING COORDINATION AND LOGISTIC	Enhance bus safety by focusing on staff training and improving operations	Ensure DOT compliance with federal and state regulations pertaining to motor vehicle operations, student accommodations, specialized equipment and professional development.	Daily Service
3 - Reliability: Establish and maintain the infrastructure necessary to ensure eligible students receive reliable transportation services to and from school. (1 Activity)			
INSPECTIONS AND FLEET MANAGEMENT	Provide coordination and oversight of fleet and terminals/ facilities	Coordinate maintenance for all fleet vehicles ensuring they are reliable for transportation. Enhance bus operations in order to improve on time arrival at school.	Daily Service
4 - Efficiency: Maximize the use of human, physical, financial, and technological resources by continuously striving for the most cost effective operations. (1 Activity)			
PROGRAM MANAGEMENT & RESOURCE ALLOCATION	Internal Management to Improve External Services	Monitor and track operations in order to improve services as well as support student transportation in the most cost effective manner.	Daily Service

2019 Workload Measures

Workload Measures - Operations

Measure	New Measure/ Benchmark Year	Numerator Title	Units	FY 2016 Actual Report	FY 2017 Actual Report	FY 2018 Actual Report	FY 2019 Q1	FY 2019 Q2	FY 2019 Q3	FY 2019 Q4	FY 2019
1 - Coordinate and execute strategic internal and external communications (3 Measures)											
Number of students receiving school bus transportation	☐	Number of students receiving school bus transportation	Number of Students	2949	3162	3295	Annual Measure	Annual Measure	Annual Measure	Annual Measure	3173
Number of schools supported	☐	Number of schools supported	Number of schools	232	218	226	244	245	232	225	236.5
Number of students whose parents receive reimbursement or participating in the Metro farecard, token or DC One Card Program	☐	Number of students	Number of students	4	22	20	Annual Measure	Annual Measure	Annual Measure	Annual Measure	60
2 - Enhance bus safety by focusing on staff training and improving operations (2 Measures)											
Number of bus drivers and attendants	☐	Number of bus drivers and attendants	Number of employees	Needs Update	1116	1139	Annual Measure	Annual Measure	Annual Measure	Annual Measure	1162
Number of training offered for bus drivers and attendants	☐	Number of training	Number of training	Needs Update	Not Available	197	49	47	52	42	190
3 - Provide coordination and oversight of fleet and terminals/ facilities (2 Measures)											
Number of buses in service	☐	Total Number of Buses	% of Buses in Service	Needs Update	93.7%	93.5%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	94.4%
Number of school bus breakdowns	☐	Number of bus breakdowns	Number of bus breakdowns	Needs Update	Not Available	244	82	57	92	101	332

2019 Initiatives

Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date	Add Initiative Update for PAR
Coordinate and execute strategic internal and external communications (2 Strategic initiatives)			
Customer Service Training Program	OSSE DOT will complete the implementation of a customer service training program for all staff that provides practical skills and tools for employees to use as standards of behavior when communicating with parents, students, LEAs, stakeholders and colleagues. DOT will measure success through tracking the number of unprofessional complaints received after and prior to training. DOT will also measure customer satisfaction through surveys and quality monitoring.	09-30-2019	Add Initiative Update
Safety Awareness	The District Vision Zero Program aims to eliminate fatalities and serious injuries to travelers in the city by 2024. OSSE DOT will promote school bus safety by creating and executing a detailed communication plan that will target parents, students, schools, communities, bus drivers and attendants. DOT will utilize different techniques to promote safety among staff and the community.	09-30-2019	
Enhance bus safety by focusing on staff training and improving operations (1 Strategic Initiative)			
Staff Recruitment and Retention	OSSE DOT will recruit and retain a well-trained workforce committed to the delivery of quality services to eligible students with disabilities in the District of Columbia. Staff recruitment will be measured by maintaining a 10% bench of bus drivers and attendants based on the number of live routes and 1:1 accommodations identified in a student's IEP. Training will also be offered to staff year round to enhance the quality of services provided. DOT will partner with the Department of Employment Services (DOES) to offer access to a variety of training and other programs that will provide the skills necessary to begin and sustain careers in the infrastructure industry through the DC Infrastructure Academy (DCIA). Through the DCIA partnership, DOT hopes to gain 20 qualified drivers.	09-30-2019	
Provide coordination and oversight of fleet and terminals/ facilities (3 Strategic initiatives)			
Student Ridership Tracking System	OSSE DOT will procure and pilot a more reliable, efficient and user- friendly Student Ridership Tracking System and GPS which will better meet the needs of operations. This new system will make reporting for all stops in a bus journey (arriving/ departing homes, schools, terminals) traceable.	09-30-2019	
New School Bus Terminal	OSSE DOT will begin work on a new school bus terminal that encompasses an on-site maintenance and repair facility. The new terminal will replace the New York Avenue and the Adams Place terminal locations. In FY16, OSSE DOT purchased the location for the new terminal, however one month prior to purchase DGS discovered zoning issues that needed to be addressed to complete the project as planned. The facility's office space will be rehabilitated, one warehouse will be converted to a driver waiting area, and other warehouses will be outfitted for bus maintenance. This will expand OSSE DOT's capability to repair vehicles in-house more efficiently than the current procurement scenario. The new terminal is expected to be completed in 2021.	06-30-2021	
Fleet Cameras	OSSE DOT will begin to equip its fleet with cameras to monitor safety on the bus and to aid in the investigation of school bus incidents and accidents. In FY19, the focus will be on ensuring all newly purchased buses (approximately 50) have cameras already installed.	09-30-2019	

2019 Initiative Updates

Initiative Updates

Strategic Initiative Title	Initiative Status Update	% Complete to date	Confidence in completion by end of fiscal year (9/30)?	Status of Impact	Explanation of Impact	Supporting Data	FY20 Reporting Quarter
Customer Service Training Program (5 Initiative Updates)							
Customer Service Training Program	Communicate with Heart champions continued to train terminal staff in Q1. The project leads began to formulate a recognition program for staff and parents to spotlight employees who "Start and Respond with H.E.A.R.T" in their daily interactions with stakeholders. A total of 149 employees were trained in Q1 for a total of 600 employees trained to date. As employees continue to be trained, refresher materials will be distributed to include messaging on terminal monitors, hand held refresher cards and bulletin post.	50-74%	Medium	None	Anticipated impact when all staff have been trained in Communicate with Heart.		Q1
Customer Service Training Program	Communicate with Heart champions continued to train terminal staff. There were 166 employees trained in Q2 for a total of 744 employees trained to date. As employees continue to be trained, refresher materials will be distributed to include messaging on terminal monitors, hand held refresher cards and bulletin post. A Communicate with Heart Recognition committee was formed in February 2019 which consists of six champions who have designed the recognition program which will kick off in Q3.	50-74%	Medium	None	Anticipated impact when all staff have been trained in Communicate with Heart.		Q2
Customer Service Training Program	Communicate with Heart champions continued to train terminal staff. There were 219 employees trained in Q3 for a total of 963 employees trained to date. The Communicate with Heart Recognition Program rolled out on April 11. There will be two employees recognized for Communicating with Heart from each work site for SY18-19 in Q4.	75-99%	Medium	None	Anticipated impact when all staff have been trained in Communicate with Heart.		Q3
Customer Service Training Program	Due to annual summer training, the Communicate with Heart initiative was placed on hold, resulting in only 8 employees being trained in Q4. To date, a total of 971 or 64% of employees have been trained in Communicate with Heart. The Communicate with Heart Recognition Program rolled out on April 11. All OSSE DOT employees will be trained in Communicate with Heart by the end of FY20.	75-99%		None	Anticipated impact when all staff have been trained in Communicate with Heart.		Q4
Customer Service Training Program	The Communicate with Heart Recognition Program will resume in Q2 for each OSSE DOT work site while recognizing/acknowledging staff who display the tenets of the program with our customers.	50-74%	High	None	Anticipated impact when all employees have been trained.		Q1
Fleet Cameras (4 Initiative Updates)							

Strategic Initiative Title	Initiative Status Update	% Complete to date	Confidence in completion by end of fiscal year (9/30)?	Status of Impact	Explanation of Impact	Supporting Data	FY20 Reporting Quarter
Fleet Cameras	In Q1, DOT submitted a procurement for the purchase of 144 buses that will have cameras already installed upon purchase to monitor safety on the bus and to aid in the investigation of school bus incidents.	0-24%	High	None	Anticipated impact when buses with cameras have been purchased and put into service.		Q1
Fleet Cameras	In Q2, the solicitation was put out for bid for the purchase of 144 buses equipped with two way cameras.	25-49%	High	None	Anticipated impact when buses with cameras have been put into service.		Q2
Fleet Cameras	Modifications and specifications to the new bus purchase solicitation had to be made and returned to OAG in Q3. However, the solicitation for new vans was put out for bid in Q2.	75-99%	High	None	Anticipated impact when vans/ buses with cameras have been put into service.		Q3
Fleet Cameras	In Q4, the solicitation for 144 new buses was put out for bid. OSSE DOT anticipates awarding the contract in Q1 of FY20. OSSE DOT also awarded a contract and production began for 20 new vans equipped with cameras for student transportation in Q4. This initiative will be completed in FY20.	75-99%		None	Anticipated impact when vans/ buses with cameras have been put into service.		Q4
New School Bus Terminal (4 Initiative Updates)							
New School Bus Terminal	In Q1, DOT in collaboration with the architecture vendor and DGS developed the final draft of the architectural drawings for the facility. The project plan was updated to include new milestones and key deadlines.	0-24%	Low	None	Anticipated impact when the terminal is open and fully operating.		Q1
New School Bus Terminal	Finalized and approved the construction drawings for the W Street property. In the interim, the property is being used for DOT staff training and to store abandoned vehicles by sister agency, DPW. However, funding for the 5th street enhancement project was not approved in the FY20 proposed capital budget. OSSE DOT is working with DGS to revise the plans for the 5th street enhancement based on current capital funding.	0-24%	Low	None	Anticipated impact when the terminal is open and fully operating.		Q2
New School Bus Terminal	In Q3, DOT reviewed the Furniture, Fixtures and Equipment (FF&E) design and layout with the architect firm. DOT also updated the table and chair set up to accommodate 320 people, which is in accordance with the allotted number of people per square footage. In addition, changes were made to the fleet staff and terminal managers work spaces and conference room to optimize the use of space. There were also portable restrooms purchased and delivered to W Street to be utilized by staff while the space is being used for training.	0-24%	Low	None	Anticipated impact when the terminal is open and fully operating.		Q3
New School Bus Terminal	In Q4, OSSE DOT solidified the Furniture, Fixtures and Equipment (FF&E) drawings. The W Street project timeline was updated by DGS with a new completion date of 2022 for the terminal to be fully operational.	0-24%		None	Anticipated impact when the terminal is open and fully operating.		Q4
Safety Awareness (4 Initiative Updates)							
Safety Awareness	In Q1, OSSE DOT submitted proposed legislation to address the illegal passing of school buses under the, Protection of Students on DC Buses Act of 2019. This would permit OSSE DOT to place stop arm cameras on its buses and to issue citations for violators. The proposed legislation was approved by the Mayor at the end of Q1. Additionally, to address school bus safety DOT participated in National School Bus Safety Week under the theme, "My Bus Driver, My Safety Hero". During this time, DOT applied decals that promote safe driving on all school buses.	25-49%	Medium	None	Anticipated impact upon implementation of legislation.		Q1
Safety Awareness	The approved stop arm camera legislation was moved forward in the Mayor's office in Q2. DOT also monitored school staging areas that have been compromised due to construction, change in traffic patterns, daily traffic etc. Based on these issues, DOT worked closely with LEAs, frontline staff, and partner agencies to make observations, review concerns and enforce bus staging areas and/or determine if a new staging area needed to be established with proper signage.	25-49%	Medium	None	Anticipated impact upon implementation of legislation.		Q2
Safety Awareness	Stop arm camera legislation was approved in the Office of the Mayor (by the General Counsel) and was moved forward to the Office of the City Administrator, pending approval. Expected completion date is pending approval for next steps. The requisition for a PR consultant was entered in Q3. The firm will be contracted to lead the development of the communication plan to re-brand OSSE DOT, update messaging on buses and develop all communication to support the stop arm camera legislation.	50-74%	Medium	None	Anticipated impact upon implementation of legislation and procurement of PR firm.		Q3

Strategic Initiative Title	Initiative Status Update	% Complete to date	Confidence in completion by end of fiscal year (9/30)?	Status of Impact	Explanation of Impact	Supporting Data	FY20 Reporting Quarter
Safety Awareness	In Q4, OSSE DOT received feedback from the City Administrator (CA) regarding the stop arm camera legislation/ implementation. OSSE DOT in collaboration with OSSE's Legislation and Policy team prepared responses for submission to the CA. Upon approval, OSSE DOT will move forward with a pilot program in FY20, Q1. The requisition to procure a PR firm to lead the development of the communication plan to rebrand OSSE DOT, update messaging on buses and develop all communication to support the stop arm camera legislation was entered at the end Of Q4.	50-74%		None	Anticipated impact upon implementation of legislation and procurement of PR firm.		Q4
Staff Recruitment and Retention (4 Initiative Updates)							
Staff Recruitment and Retention	In FY19, DOT continued its efforts with recruitment, hiring 23 bus drivers and 11 bus attendants in Q1. There were 49 training opportunities offered covering 17 different topics for staff to receive professional development in Q1. DOES must restructure the DCIA to ensure candidates have their passenger endorsement upon completing the program. DOT will continue to work with DCIA to receive eligible candidates when this adjustment has been made.	50-74%	High	None	Impact will be measured at the end of the school year.		Q1
Staff Recruitment and Retention	In FY19, DOT continued its efforts with recruitment, hiring 11 bus drivers and 8 bus attendants in Q2. There were 47 training opportunities offered covering 16 different topics for staff to receive professional development in Q2. DOES restructured its CDL training program and began training classes in Q2. As a result of the 1st quarter forecast, OCFO will not certify any Motor Vehicle Operators or School Bus Attendants for hiring. The current FRP predicts DOT will have a $3M deficit due to increased wages (through CBA) of which funding has not been received to cover the anticipated costs (as defined in the FIS for the CBA).	50-74%	High	None	Impact will be measured at the end of the school year.		Q2
Staff Recruitment and Retention	As a result of the funding freeze, OCFO could not certify most Motor Vehicle Operator or School Bus Attendant positions for hiring resulting in an increase number of vacant positions and overtime expenses. Subsequently, only 9 bus drivers and 3 bus attendants were hired in Q3. Despite hiring restrictions, DOT continues to focus on retention. There were 52 training opportunities offered covering 20 different topics for staff to receive professional development in Q3. DOT also began assigning all new hires to specific terminal managers focused on the on boarding, transition and retention of new hires for an entire school year. A meeting took place between DOT and the DCIA to discuss the overall program and remedies to ensure the program moves forward.	50-74%	High	None	Impact will be measured at the end of the school year.		Q3
Staff Recruitment and Retention	In Q4, OSSE DOT continued its efforts with recruitment, hiring 18 bus drivers and 16 bus attendants. In FY19, there were a total of 61 bus drivers and 38 bus attendants hired. There were 42 training opportunities offered covering 24 different topics for staff to receive professional development in Q4. There were a total of 190 trainings for bus drivers and bus attendants offered in FY19. A meeting was held in Q3 with DOES regarding the DCIA, OSSE DOT is awaiting additional feedback regarding progress within the program.	Complete		Demonstrable	The average active driver bench increased by 7% and the average daily driver bench increased by 4% from the last full month of the school year (May 2019) compared to the first full month of the school year (September 2018). However, the attendant active bench decreased by 5% and the attendant daily bench decreased by 8%. This decline was due to the increase need for one to one aide support on the bus which increased by 39% from the beginning of school to the end of the school year.		Q4
Student Ridership Tracking System (4 Initiative Updates)							
Student Ridership Tracking System	In Q1, funding was attributed for the GPS replacement system, market research was completed and the SOW was submitted to Procurement. DOT will work with OCP to put the solicitation out for bid in Q2 and develop a project plan to outline key targets/ deadlines.	25-49%	Medium	None	Anticipated impact once the new system has been procured and installed.		Q1
Student Ridership Tracking System	In Q2, it was determined that higher priority initiatives required funding over the GPS replacement project. Subsequently, DOT is working with OCP to determine if a cooperative agreement with another vendor/ jurisdiction who offered the same services could be used to move the project forward this fiscal year. In Q2, DOT is reviewing the contracts/ SOWs of vendors under consideration for the cooperative agreement.	25-49%	Medium	None	Anticipated impact once the new system has been procured and installed.		Q2

Strategic Initiative Title	Initiative Status Update	% Complete to date	Confidence in completion by end of fiscal year (9/30)?	Status of Impact	Explanation of Impact	Supporting Data	FY20 Reporting Quarter
Student Ridership Tracking System	In Q3, in collaboration with OCP, DOT determined that a cooperative agreement with another jurisdiction could be used to move forward with a replacement GPS system. DOT met with other jurisdictions in order to identify which options were best suited for alignment with our SOW.	50-74%	Medium	None	Anticipated impact once the new system has been procured and installed.		Q3
Student Ridership Tracking System	OSSE DOT submitted all required documents to OCP to finalize the cooperative agreement for the GPS replacement. The requisition was submitted and approved by the contract administrator and is currently awaiting all necessary OCP approvals. This initiative will be completed in FY20.	75-99%		None	Anticipated impact once the new system has been procured and installed.		Q4

Internal: Unfinished 2018 Initiatives

This year, the OCA is requesting updates on any unfinished initiatives from FY18. Updates will not be published, but will be used to report progress to the City Administrator and the Mayor as needed.

Strategic Initiatives

Title	Description	Complete to Date	Status Update	Explanation	Anticipated Completion Date	Add Initiative Update - Rolled Over Initiatives
COMMUNICATION, OUTREACH & ADMINISTRATION (1 Strategic Initiative)						
Customer Service Training Program	OSSE DOT will implement a customer service training program for all staff that provides practical skills and tools for employees to use as standards of behavior when communicating with parents, students, LEAs, stakeholders and colleagues.	50-74%	Communicate with Heart champions continued to train the terminal staff during Q4. The project leaders have begun to formulate a recognition program for staff and parents to recognize employees who "Start and Respond with H.E.A.R.T" in their daily interactions with stakeholders. A total of 483 employees have been trained to date.	Staff capacity and other staff training obligations were barriers in completing this initiative. DOT has identified and trained additional internal trainers to assist with class coverage. This initiative will carry over into the 2018-2019 FY as identified in the new performance plan.	09-30-2019	
INSPECTIONS AND FLEET MANAGEMENT (3 Strategic initiatives)						
Student Ridership Tracking System	OSSE DOT will procure and pilot a more reliable, efficient and user- friendly Student Ridership Tracking System and GPS which will better meet the needs of operations. This new system will make reporting for all stops in a bus journey (arriving/ departing homes, schools, terminals) traceable.	0-24%	DOT actively conducted market research to support the FY19 procurement. The team also worked with any vendors that submitted responses in FY18 to ensure that they are updated to support the FY19 procurement. The potential vendors have been actively responding to requests accordingly. In preparation for the new system, DOT has begun the process of updating its Routing application.	Appropriate funding was not available to move forward with procuring the more reliable system. This initiative will carry over into the 2018-2019 FY as identified in the new performance plan.	09-30-2019	
New School Bus Terminal	OSSE DOT will begin work on a new school bus terminal that encompasses an on-site maintenance and repair facility. The new terminal will replace the New York Avenue and the Adams Place terminal locations. In FY16, OSSE DOT purchased the location for the new terminal, however one month prior to purchase DGS discovered zoning issues that needed to be addressed to complete the project as planned. The facility's office space will be rehabilitated, one warehouse will be converted to a driver waiting area, and other warehouses will be outfitted for bus maintenance. This will expand OSSE DOT's capability to repair vehicles in-house more efficiently than the current procurement scenario. The new terminal is expected to be completed in 2020.	0-24%	The kick-off meeting was held September 9, which included Alphatec (vendor), DGS, OSSE and DC Net. During the meeting, user program and expectations, maintaining project schedule and budget were discussed. A set of construction documents were prepared to minimize change order. The vendor surveyed the property on September 26.	Opening a new school bus terminal is a long term project that requires coordination and collaboration across District agencies. This initiative will carry over into the 2018-2019 FY as identified in the new performance plan.	09-06-2021	
Terminal Upgrades	OSSE DOT will enhance work facilities by conducting terminal upgrades to include purchasing new trailers, improving work space and providing additional on site amenities.	75-99%	The final installation of the modular building for Adams Place including furniture and utilities will be completed in Q1, FY19 . DOT intends to move into the renovated trailers by October 29th. All minimal upgrades to remaining terminals have been completed, while larger enhancements/capital projects are ongoing.	This initiative requires coordination and collaboration across District agencies. Due to inclement weather, there was a delay in shipment of replacement trailers which stalled the overall project.	10-29-2018	

Int: Unfinished 2018 Initiative Updates

Strategic Initiative Title	Anticipated completion date	New initiative created for FY19	No Longer an Initiative	Initiative Status Update	% Complete to date	Confidence in completion by anticipated completion date?	Status of Impact	Explanation of Impact	Supporting Data	FY19 Reporting Quarter
Customer Service Training Program	09-30-2019	✔								Q1
Student Ridership Tracking System	09-30-2019	✔								Q1
New School Bus Terminal	09-06-2021	✔								Q1
Terminal Upgrades	10-29-2018			OSSE DOT moved into the renovated trailers at Adams Place on October 29, 2018.	Complete	High	Incremental	This project is intended to boost staff satisfaction and employee morale by creating a more conducive work environment.		Q1

2019 Capital Projects

Capital projects - performance plans links

Project Number	Project Title	Owner Agency Acronym	Implementing Agency Acronym	Milestone Description	Fiscal Year Allotment
BRM15C	1601 W STREET NE BUILDING RENOVATION	OSSE DOT	DGS	Click on the project title to update	$10,800,000.00
BRM16C	2215 5TH STREET NE BUILDING RENOVATIONS	OSSE DOT	DGS	Click on the project title to update	$1,500,000.00
BU0B0C	BUS-VEHICLE REPLACEMENT	OSSE DOT	OSSE DOT	Click on the project title to update	$1,207,463.00
TOT					**$13,507,463.00**

Operating Budget

Administrative Information

Record ID# 620

Performance Plan ID 620 **Blank Initiative Updates** Blank Initiative Updates

Created on Dec. 26, 2017 at 4:23 PM (EST). Last updated by Katz, Lia (EOM) on June 18, 2018 at 1:51 PM (EDT). Owned by Katz, Lia (EOM).

Office of the State Superintendent of Education FY2020

Agency	Office of the State Superintendent of Education	**Agency Acronym**	OSSE	**Agency Code**	GD0

To edit agency and POC information press your agency name (underlined and in blue above).

Agency Performance POCs	Hanseul Kang; Jessie (OSSE) Harteis; Sarah (OSSE) Martin; Shana Young	**Agency Budget POCs**	Hanseul Kang; Jessie (OSSE) Harteis; Sarah (OSSE) Martin	**Fiscal Year**	2020

Agency's Operating Budget

Lookup Your Agency's Operating Budget

2020 Objectives

Objective Number	Strategic Objective	# of Measures	# of Operations
1	High quality and actionable data: OSSE will provide high-quality data and analysis that will empower Local Education Agencies (LEAs), Community-Based Organizations (CBOs), and providers to meet the needs of all learners and allow education partners to make informed policy decisions.	4	6
2	Quality and equity focus: OSSE will work with our education partners to set high expectations for program quality and align incentives to accelerate achievement for those learners most in need.	5	4
3	Responsive & consistent service: OSSE will provide responsive, consistent, and considerate customer service to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students.	8	8
4	Top notch talent: OSSE will attract, develop, and retain top-notch talent to build a highly effective state education agency that makes a meaningful contribution to DC education.	0	1
5	Create and maintain a highly efficient, transparent, and responsive District government.	11	2
TOT		**28**	**21**

Add Strategic Objective Add Strategic Objective

2020 Key Performance Indicators

Measure	New Measure/ Benchmark Year	Directionality	FY 2017 Actual	FY 2018 Actual	FY 2019 Target	FY2019 Actual	FY 2020 Target	FY 2020 Quarter 1
1 - High quality and actionable data: OSSE will provide high-quality data and analysis that will empower Local Education Agencies (LEAs), Community-Based Organizations (CBOs), and providers to meet the needs of all learners and allow education partners to make informed policy decisions. (4 Measures)								
Percent of user requests via the services portal solved and closed within five days of receipt	☐	Up is Better	77.5%	69.6%	85%	87.8%	85%	Annual Measure
Percent of all students graduating from high school in four years	☐	Up is Better	Not Available	Waiting on Data	79%	66%	79%	Annual Measure
Percent of all students at college and career ready level in reading on statewide assessment	☐	Up is Better	31%	29.4%	34%	37%	34%	Annual Measure
Percent of all students at college and career ready level in mathematics on statewide assessment	☐	Up is Better	28%	33.3%	32%	31%	32%	Annual Measure
2 - Quality and equity focus: OSSE will work with our education partners to set high expectations for program quality and align incentives to accelerate achievement for those learners most in need. (5 Measures)								
Percent of childhood and development programs that meet "Quality" and "High-Quality" designations	☐	Up is Better	49.5%	49.7%	55%	42.9%	50%	Annual Measure
Percent of DC public and public charter school students completing a post-secondary degree within six years of college enrollment	☐	Up is Better	Not Available	Waiting on Data	37%	Waiting on Data	37%	Annual Measure
Percent of low-performing schools that show overall growth in academic achievement	☐	Up is Better	Not Available	Waiting on Data	65%	80%	80%	Annual Measure
Percent of residents enrolled in an adult and family education program who complete at least one functioning level	☐	Up is Better	36.6%	42.8%	40%	47.6%	45%	Annual Measure
Total number of childhood development programs meeting "Quality" and "High-Quality" designations	✔	Up is Better	New in 2020	New in 2020	New in 2020	New in 2020	New in 2020	Annual Measure
3 - Responsive & consistent service: OSSE will provide responsive, consistent, and considerate customer service to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students. (8 Measures)								
Number of A-133 audit findings	☐	Down is Better	0	0	5	0	5	Annual Measure
Average number of days taken to complete reviews of educator licensure applications	☐	Down is Better	135	16.8	30	24.7	30	Needs Data Update
Percent of IEPs reviewed that comply with secondary transition requirements	☐	Up is Better	Not Available	80%	70%	77.5%	70%	Needs Data Update
Average response time for complaints filed against early child care facilities	☐	Down is Better	72	36	48	37	48	Annual Measure

Measure	New Measure/ Benchmark Year	Directionality	FY 2017 Actual	FY 2018 Actual	FY 2019 Target	FY2019 Actual	FY 2020 Target	FY 2020 Quarter 1
Percent of timely Individuals with Disabilities Act (IDEA) due process hearings		Up is Better	98.3%	98.5%	95%	95.4%	95%	Needs Data Update
Percent of grant funds reimbursed within 30 days of receipt		Up is Better	83.2%	85.8%	90%	95.6%	90%	Needs Data Update
Percent of eligible infants and toddlers under IDEA Part C (birth-3) for whom an evaluation and assessment and an initial IFSP meeting were conducted within required time period		Up is Better	Not Available	Waiting on Data	100%	Waiting on Data	100%	Annual Measure
Percent of timely completion of state complaint investigations		Up is Better	100%	100%	100%	100%	100%	Annual Measure
5 - Create and maintain a highly efficient, transparent, and responsive District government. (10 Measures)								
Contracts and Procurement - Percent of Small Business Enterprise (SBE) annual goal spent		Up is Better	New in 2019	158.4%	Not Available	Waiting on Data	100%	Annual Measure
Financial Management - Percent of local budget de-obligated to the general fund at the end of year		Down is Better	New in 2019	0%	Not Available	Waiting on Data	2%	Annual Measure
Financial Management - Quick Payment Act (QPA) Compliance - Percent of QPA eligible invoices paid within 30 days		Up is Better	New in 2019	100%	Not Available	98.3%	100%	Annual Measure
Human Resource Management - Average number of days to fill vacancy from post to offer acceptance		Down is Better	New in 2019	New in 2019	New in 2019	Waiting on Data	40	Annual Measure
Human Resource Management - Percent of eligible employee performance evaluations completed and finalized in PeopleSoft		Up is Better	New in 2019	99.4%	Not Available	Not Available	No Target Set	Annual Measure
Human Resource Management - Percent of eligible employees completing and finalizing a performance plan in PeopleSoft		Up is Better	New in 2019	98.7%	Not Available	98.7%	No Target Set	Annual Measure
IT Policy and Freedom of Information Act (FOIA) Compliance - Percent of "open" data sets identified by the annual Enterprise Dataset Inventory published on the Open Data Portal		Up is Better	New in 2019	50%	Not Available	100%	100%	Annual Measure
IT Policy and Freedom of Information Act (FOIA) Compliance - Percent of FOIA Requests Processed in more than 25 business days - statute requirements allow 15 business days and a 10 day extension		Down is Better	New in 2019	33.3%	Not Available	Waiting on Data	0%	Annual Measure
Human Resource Management – Percent of new hires that are DC residents (excludes temporary workers and contractors) (Updated by OCA)	✔	Up is Better	New in 2020	New in 2020	New in 2020	New in 2020	New in 2020	Annual Measure
Human Resource Management – Percent of employees that are DC residents (excludes temporary workers and contractors) (Updated by OCA)	✔	Up is Better	New in 2020	New in 2020	New in 2020	New in 2020	New in 2020	Annual Measure

2020 Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - High quality and actionable data: OSSE will provide high-quality data and analysis that will empower Local Education Agencies (LEAs), Community-Based Organizations (CBOs), and providers to meet the needs of all learners and allow education partners to make informed policy decisions. (6 Activities)			
OFFICE OF THE STATE SUPERINTENDENT	Key Education Issues	Conduct research and data analysis for key education issues for the District e.g., Student Mobility Report, Equity Reports, evaluations of key programs/projects, next generation assessment results, and fulfillment of additional data requests	Key Project
OFFICE OF THE STATE SUPERINTENDENT	Continuous Improvement	Support accountability and continuous improvement across the District's education landscape. Manage state accountability system. Provide transparency on key education data	Daily Service
ELEM & SECOND ASST SUPERINTENDENT'S OFF	Technical Assistance and Support to LEAs	Provide technical assistance, oversight, and support to improve performance of low-performing schools and boost college- and career-readiness of students and equitable access to effective educators.	Daily Service
OFFICE OF THE ENTERPRISE DATA MANAGEMENT	Reporting to the US Department of Education	Collect, validate and aggregate data for federal reporting from LEAs.	Key Project
NUTRITION SERVICES	Federal Meal Programs	Administer national school breakfast, national school lunch, and child and adult food care programs and federal meal programs designed to provide nutritious meals throughout the day, particularly for low income child and students.	Daily Service
OFFICE OF THE ENTERPRISE DATA MANAGEMENT	Administer Annual State Assessment Program	Successfully administer the assessment portfolio (Partnership for Assessment of Readiness for College and Career (PARCC), National Center and State Collaborative (NCSC), Science, Science Alt, Assessing Comprehension and Communication in English State to State (ACCESS)) providing clear guidance and documentation to LEAs prior to test administration, and realtime triage and comprehensive support to LEAs during test administration. Provide meaningful distribution of results to the public, LEAs, schools, and families. www.osse.dc.gov/parcc	Key Project
2 - Quality and equity focus: OSSE will work with our education partners to set high expectations for program quality and align incentives to accelerate achievement for those learners most in need. (4 Activities)			
NUTRITION SERVICES	Access to Programs	Support increased access to and participation in programs that promote academic, physical, and emotional health and well-being of students. Activities range from implementation of the Healthy Schools Act programs including school gardens to implementation of the DC State Athletics Association.	Daily Service
STUDENT ENROLLMENT AND RESIDENCY	Student Enrollment	Manage annual student enrollment audit and ongoing student residency verification	Key Project

Operations Header	Operations Title	Operations Description	Type of Operations
ADULT AND FAMILY EDUCATION	Adult Literacy	Provide adult literacy, occupational literacy, and postsecondary education training to DC residents. Includes coordination with DOES and WIC.	Daily Service
GRANTS MGMT AND PROGRAM COORDINATION	Adminster Grants	Administer federal and local grants to LEAs, CBOs, and other organizations on a variety of topics e.g., Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), Perkins, Community Schools, environmental literacy, school gardens, McKinneyVento.	Daily Service
3 - Responsive & consistent service: OSSE will provide responsive, consistent, and considerate customer service to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students. (8 Activities)			
DC REENGAGEMENT CENTER	Re-Engagement	Provide a fair and equitable alternative dispute resolution process. Oversee the DC Re-Engagement Center and share learnings from its operations with other city agencies and nonprofits engaged in related work with youth.	Daily Service
STUDENT HEARING OFFICE	Alternative Dispute Resolution Process	Provide a fair and equitable alternative dispute resolution process.	Daily Service
CHIEF INFORMATION OFFICER	Operate Schools Technology Fund	Distribute small grants to LEAs to support technology in schools.	Key Project
ECE CHILD CARE SUBSIDY PROGRAM	Child Care Facilities	License child care facilities and administer child care subsidies. Promote accountability and excellence; hold system accountable for results; provide high-quality, safe, and healthy early care and education opportunities for children.	Daily Service
HIGHER EDUC FINANCIAL SVCS & PREP PRGMS	Administer DC Tuition Assistance Grant (DCTAG) and Mayor's Scholars Programs	Administer DCTAG and Mayor's Scholars Programs to support college access for DC high school seniors.	Key Project
ELEM & SECOND ASST SUPERINTENDENT'S OFF	Professional Development	Provide professional development to educators on a variety of topics that is high quality and responsive to the needs of LEAs.	Daily Service
NUTRITION SERVICES	Summer Food Service Program	Oversee the Summer Food Service Program: federal meal program operated during summer months when school is out and ensures youth have access to nutritious meals all year round.	Key Project
SPECIAL EDUCATION ASST SUPERINDENTENT'S	Individuals with Disabilities Education Act	Provide oversight and support to LEAs with implementation of the Individuals with Disabilities Education Act. Ensure that children with qualifying developmental disabilities access and receive timely and high-quality services.	Daily Service
4 - Top notch talent: OSSE will attract, develop, and retain top-notch talent to build a highly effective state education agency that makes a meaningful contribution to DC education. (1 Activity)			
HUMAN RESOURCES	Recruitment, Professional Development, Progressive Discipline, Compliance, and Leave and Payroll for OSSE and OSSE DOT employees	Quality design and effective implementation of Recruitment, Professional Development, Progressive Discipline, Compliance, and Leave and Payroll for OSSE and OSSE DOT employees.	Daily Service
5 - Create and maintain a highly efficient, transparent, and responsive District government. (2 Activities)			
OFFICE OF THE CHIEF OF STAFF	Transparent and Responsive Communications	Maintain transparent and responsive communications system to improve public outreach, inform the public and internal stakeholders about OSSE services, and provide access to critical data. osse.dc.gov learndc.org results.osse.dc.gov mcff.osse.dc.gov	Daily Service
OFFICE OF THE CHIEF OF STAFF	Implement Policy Agenda	Implement policy agenda,including coordinating with program offices to draft regulations and required reports. OSSE engages with LEAs and the public regarding proposed regulations through outreach and discussion with major stakeholder groups through means such as working groups, meetings, and public hearings. In addition, OSSE informs LEAs of new or updated regulations or policies through existing partner lists and coalitions or consortia, as well as through OSSE's weekly newsletter, the LEA Look Forward. OSSE provides a formal public comment period for proposed regulations (generally 30 days).	Daily Service

2020 Workload Measures

Measure	New Measure/ Benchmark Year	FY2016 Actual	FY2017 Actual	FY2018 Actual	FY2019 Actual	FY 2020 Quarter 1
1 - Federal Meal Programs (2 Measures)						
Ratio of free and reduced price breakfast meals per 100 school lunches served	✔	New in 2020	New in 2020	New in 2020	Waiting on Data	Annual Measure
Total number of meals served for the Child and Adult Care Food Program (CACFP)	✔	New in 2020	New in 2020	New in 2020	Waiting on Data	Annual Measure
2 - Adult Literacy (2 Measures)						
Number of residents who enroll in an Adult and Family Education funded program		2978	3032	1126	1062	Annual Measure
Number of adults who receive a State Diploma (inclusive of National External Diploma Program or General Education Development)		391	350	388	329	Annual Measure
2 - Student Enrollment (1 Measure)						
Number of PK-12 students in public and public charter schools		87,344	90,061	92,245	93,016	Annual Measure

Measure	New Measure/ Benchmark Year	FY2016 Actual	FY2017 Actual	FY2018 Actual	FY2019 Actual	FY 2020 Quarter 1
3 - Administer DC Tuition Assistance Grant (DCTAG) and Mayor's Scholars Programs (1 Measure)						
Percent of high school seniors completing a DC TAG application	☐	43%	48.2%	49%	57.3%	Annual Measure
3 - Child Care Facilities (3 Measures)						
Number of affordable infant and toddler slots at child development centers	☐	18,626	4213	7421	7201	Annual Measure
Number of children subsidized by child development programs	☐	11,275	11,210	11,294	Needs Update	Annual Measure
Number of infant/toddlers receiving IDEA Part C early intervention services	☐	784	794	823	1056	Annual Measure
3 - Individuals with Disabilities Education Act (2 Measures)						
Amount of Medicaid reimbursement collected	☐	$1,619,078	$3,763,557	$4,823,383	$7,731,612.2	Annual Measure
Number of students with Individualized Education Programs (IEPs)	☐	12,258	12,811	12,596	13,319	Annual Measure
3 - Re-Engagement (1 Measure)						
Number of disconnected youth that were re-enrolled in an educational program through the reengagement center	☐	204	205	245	209	Needs Data Update
3 - Summer Food Service Program (1 Measure)						
Total number of summer meals served through the entire summer	☐	76	Not Available	Waiting on Data	Needs Update	Annual Measure

2020 Initiatives

Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date	Is this Initiative focused on Wards 7 and/or 8?	Does this initiative support the Resilient DC Strategy?	Activity - Objective - Agency - Cluster	Add Initiative Update
Administer DC Tuition Assistance Grant (DCTAG) and Mayor's Scholars Programs (1 Strategic Initiative)						
Improve access to information for families	Improve the accessibility and usability of key OSSE resources for families through a multi-strategy approach that strengthens family engagement practices and communications, establishes a shared vision and resources for family engagement across OSSE, focuses on three high-impact signature campaigns, and identifies metrics for assessing the impact of our family engagement efforts.	09-30-2020	☐	☐	Deputy Mayor for Education	Add Initiative Update
Adult Literacy (1 Strategic Initiative)						
Expand career and technical education	In collaboration with local and regional business, industry, and education partners, OSSE will develop a new Perkins Career and Technical Education (CTE) State Plan that outlines an ambitious and strategic roadmap for expanding access to high quality CTE across the District.	09-30-2020	☐	☐	Deputy Mayor for Education	Add Initiative Update
Child Care Facilities (1 Strategic Initiative)						
Increase access to quality child care	Increase access to quality child care for District children and families by completing the three-year project to add 1,000 new infant and toddler slots across the city, providing a robust set of quality supports to help providers improve the quality of care and learning, and facilitating home visits for Head Start families.	09-30-2020	☐	☐	Deputy Mayor for Education	Add Initiative Update
Key Education Issues (1 Strategic Initiative)						
Strengthen the agency's data infrastructure	Improve and streamline OSSE's data infrastructure by completing an inventory of the current state, designing the new data system and processes, and beginning to work on their implementation.	09-30-2020	☐	☐	Deputy Mayor for Education	Add Initiative Update

FY2020 Initiative Updates

Initiative Updates

Strategic Initiative Title	Initiative Status Update	% Complete to date	Confidence in completion by end of fiscal year (9/30)?	Status of Impact	FY20 Reporting Quarter
No initiative updates found					

Internal: Unfinished 2019 Initiatives

Strategic Initiatives

Title	Description	Complete to Date	Status Update	Explanation	Anticipated Completion Date	Add Initiative Update - Rolled Over Initiatives
ECE CHILD CARE SUBSIDY PROGRAM (1 Strategic Initiative)						
Expand access to infant and toddler seats	Maintaining the District's investment, OSSE will continue to incentivize child development providers to increase the supply of child care services for infants and toddlers throughout the District, creating 1,000 quality new slots by 2020. OSSE will provide grants that aid in the 1) establishment of new or renovation of existing child development facilities serving infants and toddlers and 2) offer technical assistance and training to child development facility operators to support compliance with the licensure requirements for efficient and effective operations.	75-99%	The Access to Quality Child Care Expansion Grant, which was announced in March of 2018, has awarded $5,062,386 in sub-grant funding to date. These funds will be used to create 887 infant and toddler seats in Ward 1, 3, 4, 5, 6, 7 and 8.	The deadline for creation of 1,000 infant and toddler slots is September 2020. This will be completed ahead of schedule.	09-30-2020	Add Initiative Update
HUMAN RESOURCES (1 Strategic Initiative)						
Strengthen Recruitment	Develop new and strengthened supports for managers in response to manager and employee feedback, including a manager training on employee relations issues (employee discipline, medical and disability-related benefits), regular manager communities of practice, systematic coaching and mentoring opportunities, and a regular manager orientation.	75-99%	The OSSE Talent team completed the second cohort for the Manager Coaching Program, offered systematic coaching opportunities, established a Manager Community of Practice, introduced an annual manager discipline training, and a held manager retreat. The mentorship program, formalized manager orientation, and employee leave trainings are scheduled to launch in FY20.	This is a multi-year initiative. The mentorship program pilot, formalized manager orientation, and manager employee leave trainings are scheduled to launch in FY20.	09-30-2020	Add Initiative Update
STUDENT ENROLLMENT AND RESIDENCY (1 Strategic Initiative)						
Systems and Data Support for District Residency Framework	This initiative will include expanding and solidifying OSSE and Office of Enrollment and Residency policies, leveraging MySchool DC for outreach and data insights, and rolling out a first-ever case management system for end-to-end management of residency work streams including tips, investigations, and tuition collection.	75-99%	OSSE completed the digital residency requirement ad campaign in September. In addition, the OER Handbook, which compiles all policies produced by OER was also released in September. The only outstanding item is the case management system (CMS), which has not been fully rolled out. The CMS has an awarded contract and is currently in development.	Only item outstanding is the CMS which is in development and should be operational in the next two months.	01-31-2020	Add Initiative Update

Updates for Unfinished FY19 Initiatives

Initiative Updates

Strategic Initiative Title	Anticipated completion date	New initiative created for FY20	No Longer an Initiative	Initiative Status Update	% Complete to date	Confidence in completion by anticipated completion date?	Status of Impact	Explanation of Impact	Supporting Data	FY20 Reporting Quarter
No initiative updates found										

Administrative Information

Record ID# 734

Performance Plan ID 734 **Blank Initiative Updates** Blank Initiative Updates

Created on Oct. 30, 2018 at 11:14 AM (EDT). Last updated by Katz, Lia (EOM) on Jan. 28, 2019 at 11:48 AM (EST). Owned by Katz, Lia (EOM).

Special Education Transportation FY2020

Agency Special Education Transportation | **Agency Acronym** OSSE DOT | **Agency Code** GO0

To edit agency and POC information press your agency name (underlined and in blue above).

Agency Performance POCs Andrew (OSSE) Eisenlohr; Brandee (OSSE) Reed; Gretchen (OSSE) Brumley; Hanseul Kang; IVmOaInDiV.OSItDuVtOeIlDyV@OdIcD.VgOoIvD; Jessie (OSSE) Harteis; Newsha (OSSE) Dau; Sarah (OSSE) Martin; Shana Young; Ta-Tanisha (DYRS) Wallace

Agency Budget POCs Andrew (OSSE) Eisenlohr; Carole R. (OSSE) Lee

Fiscal Year 2020

Agency's Operating Budget

Lookup Your Agency's Operating Budget

2020 Objectives

Objective Number	Strategic Objective	# of Measures	# of Operations
1	Customer Service: Provide accurate, responsive, and pro-active communication and services to ensure a positive customer experience through friendly and respectful interactions.	1	1
2	Safety: Support learning opportunities by providing the safest and least restrictive transportation options to eligible District of Columbia students.	1	1
3	Reliability: Establish and maintain the infrastructure necessary to ensure eligible students receive reliable transportation services to and from school.	1	1
4	Efficiency: Maximize the use of human, physical, financial, and technological resources by continuously striving for the most cost effective operations.	1	1
5	Create and maintain a highly efficient, transparent, and responsive District government.	11	0
TOT		**15**	**4**

Add Strategic Objective Add Strategic Objective

2020 Key Performance Indicators

Measure	New Measure/ Benchmark Year	Directionality	FY 2017 Actual	FY 2018 Actual	FY 2019 Target	FY2019 Actual	FY 2020 Target	FY 2020 Quarter 1
1 - Customer Service: Provide accurate, responsive, and pro-active communication and services to ensure a positive customer experience through friendly and respectful interactions. (1 Measure)								
Average percent of calls answered	☐	Up is Better	87%	81.5%	92%	85.7%	92%	88%
2 - Safety: Support learning opportunities by providing the safest and least restrictive transportation options to eligible District of Columbia students. (1 Measure)								
Average preventable accidents per 100,000 miles	☐	Down is Better	0.6	1.7	1	1.2	1	1.6
3 - Reliability: Establish and maintain the infrastructure necessary to ensure eligible students receive reliable transportation services to and from school. (1 Measure)								
Average percent on-time arrival at school AM (20 minute window)	☐	Up is Better	86.7%	85%	94%	89.3%	94%	91.1%
4 - Efficiency: Maximize the use of human, physical, financial, and technological resources by continuously striving for the most cost effective operations. (1 Measure)								
Average variable cost per route (fuel, maintenance, overtime)	☐	Down is Better	$1727	$1739.4	$1700	$1865	$1700	Needs Data Update
5 - Create and maintain a highly efficient, transparent, and responsive District government. (10 Measures)								
Contracts and Procurement - Percent of Small Business Enterprise (SBE) annual goal spent	☐	Up is Better	New in 2019	134.5%	Not Available	Waiting on Data	100%	Annual Measure
Financial Management - Percent of local budget de-obligated to the general fund at the end of year	☐	Down is Better	New in 2019	0.6%	Not Available	Waiting on Data	2%	Annual Measure
Financial Management - Quick Payment Act (QPA) Compliance - Percent of QPA eligible invoices paid within 30 days	☐	Up is Better	New in 2019	100%	Not Available	97.5%	100%	Annual Measure
Human Resource Management - Average number of days to fill vacancy from post to offer acceptance	☐	Down is Better	New in 2019	New in 2019	New in 2019	Waiting on Data	40	Annual Measure
Human Resource Management - Percent of eligible employee performance evaluations completed and finalized in PeopleSoft	☐	Up is Better	New in 2019	99.4%	Not Available	Waiting on Data	Waiting on Data	Annual Measure
Human Resource Management - Percent of eligible employees completing and finalizing a performance plan in PeopleSoft	☐	Up is Better	New in 2019	100%	Waiting on Data	100%	Waiting on Data	Annual Measure

Measure	New Measure/ Benchmark Year	Directionality	FY 2017 Actual	FY 2018 Actual	FY 2019 Target	FY2019 Actual	FY 2020 Target	FY 2020 Quarter 1
IT Policy and Freedom of Information Act (FOIA) Compliance - Percent of "open" data sets identified by the annual Enterprise Dataset Inventory published on the Open Data Portal	☐	Up is Better	New in 2019	No Applicable Incidents	Not Available	Waiting on Data	100%	Annual Measure
IT Policy and Freedom of Information Act (FOIA) Compliance - Percent of FOIA Requests Processed in more than 25 business days - statute requirements allow 15 business days and a 10 day extension	☐	Down is Better	New in 2019	New in 2019	Not Available	Waiting on Data	0%	Annual Measure
Human Resource Management – Percent of new hires that are DC residents (excludes temporary workers and contractors) (Updated by OCA)	✔	Up is Better	New in 2020	New in 2020	New in 2020	New in 2020	New in 2020	Annual Measure
Human Resource Management – Percent of employees that are DC residents (excludes temporary workers and contractors) (Updated by OCA)	✔	Up is Better	New in 2020	New in 2020	New in 2020	New in 2020	New in 2020	Annual Measure

2020 Operations

Operations Header	Operations Title	Operations Description	Type of Operations
1 - Customer Service: Provide accurate, responsive, and pro-active communication and services to ensure a positive customer experience through friendly and respectful interactions. (1 Activity)			
COMMUNICATION, OUTREACH & ADMINISTRATION	Coordinate and execute strategic internal and external communications	Coordinate and expand communication to OSSE-DOT staff, other OSSE departments, schools/ LEAs, and students and families who use student transportation through efforts led by OSSE-DOT Office of Customer Engagement.	Daily Service
2 - Safety: Support learning opportunities by providing the safest and least restrictive transportation options to eligible District of Columbia students. (1 Activity)			
TRAINING COORDINATION AND LOGISTIC	Enhance bus safety by focusing on staff training and improving operations	Ensure DOT compliance with federal and state regulations pertaining to motor vehicle operations, student accommodations, specialized equipment and professional development.	Daily Service
3 - Reliability: Establish and maintain the infrastructure necessary to ensure eligible students receive reliable transportation services to and from school. (1 Activity)			
INSPECTIONS AND FLEET MANAGEMENT	Provide coordination and oversight of fleet and terminals/ facilities	Coordinate maintenance for all fleet vehicles ensuring they are reliable for transportation. Enhance bus operations in order to improve on time arrival at school.	Daily Service
4 - Efficiency: Maximize the use of human, physical, financial, and technological resources by continuously striving for the most cost effective operations. (1 Activity)			
PROGRAM MANAGEMENT & RESOURCE ALLOCATION	Internal management to improve external services	Monitor and track operations in order to improve services as well as support student transportation in the most cost effective manner.	Daily Service

2020 Workload Measures

Measure	New Measure/ Benchmark Year	FY2016 Actual	FY2017 Actual	FY2018 Actual	FY2019 Actual	FY 2020 Quarter 1
1 - Coordinate and execute strategic internal and external communications (3 Measures)						
Number of students receiving school bus transportation	☐	2949	3162	3295	3173	Annual Measure
Number of schools supported	☐	232	218	226	236	Semi-Annual Measure
Number of students whose parents receive reimbursement or participating in the Metro farecard, token or DC One Card Program	☐	4	22	20	60	Annual Measure
2 - Enhance bus safety by focusing on staff training and improving operations (2 Measures)						
Number of bus drivers and attendants	☐	Needs Update	1116	1139	1162	Annual Measure
Number of training offered for bus drivers and attendants	☐	New in 2018	New in 2018	197	190	40
3 - Provide coordination and oversight of fleet and terminals/ facilities (2 Measures)						
Number of buses in service	☐	Needs Update	93.7%	93.5%	94.4%	Annual Measure
Number of school bus breakdowns	☐	New in 2018	New in 2018	244	332	88

2020 Initiatives

Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date	Is this Initiative focused on Wards 7 and/or 8?	Does this initiative support the Resilient DC Strategy?	Activity - Objective - Agency - Cluster	Add Initiative Update
Coordinate and execute strategic internal and external communications (3 Strategic initiatives)						
Customer Service Training Program	OSSE DOT will complete the implementation of a customer service training program through peer to peer training for all staff. This customer service training program, Communicate with Heart, provides practical skills and tools for employees to use as standards of behavior when communicating with parents, students, LEAs, stakeholders and colleagues. As of FY19, approximately 60% of staff have been trained, leaving 40% to be trained by the end of FY20. In FY20, there will be four classes held each month with 15 participants per class. In FY20, the Communicate with Heart Recognition Program will continue with quarterly acknowledgement for employees who Start and Respond with Heart.	09-30-2020	☐	☐	Deputy Mayor for Education	
Targeted Outreach and Recruitment	OSSE DOT, in collaboration with OSSE HR, will conduct targeted outreach for staff recruitment in Wards 7 and 8. DOT will also participate in ward specific outreach events and conduct school visits to ensure school staff and parents, specifically in Wards 7 and 8, are well informed of special education transportation services. OSSE DOT will participate in two to three outreach efforts in Wards 7 and 8 per month throughout the school year (recruitment, events, school visits).	09-30-2020	✔	☐	Deputy Mayor for Education	
Stop Arm Camera Project	OSSE DOT in collaboration with the Deputy Mayor for Operations and Infrastructure, District Department of Transportation, Department of Moto Vehicles, Mayor's office and City Administrator, will begin the implementation of the Stop Arm Camera Project by developing and deploying a pilot program in FY20. The Stop Arm Project will allow OSSE DOT to place stop arm cameras on its buses and to issue citations for violators. Stop arm cameras will ensure the safety of students, staff and pedestrians while loading and unloading the bus.	09-30-2020	☐	☐	Deputy Mayor for Education	
Internal management to improve external services (1 Strategic Initiative)						
Student Ridership Tracking System	OSSE DOT will procure and pilot a more reliable, efficient and user-friendly Student Ridership Tracking System and GPS which will better meet the needs of operations. This new system will enhance routing and reporting for all stops in a bus journey (arriving/ departing homes, schools, terminals) traceable, while easing the existing burden of utilizing multiple systems.	09-30-2020	☐	☐	Deputy Mayor for Education	
Provide coordination and oversight of fleet and terminals/ facilities (2 Strategic initiatives)						
New School Bus Terminal	OSSE DOT, in collaboration with the DGS, will open a school bus terminal that encompasses an on-site maintenance and repair facility in FY2022. The new terminal will replace the New York Avenue terminal location. In FY20, the grounds of the facility will be renovated in order to serve as swing space for the 5th Street Terminal. New construction on W Street will begin in August 2020 with demolition. At the same time, OSSE DOT, in collaboration with the DGS, will enhance and make necessary renovations at the 5th Street terminal location.	09-30-2022	☐	☐	Deputy Mayor for Education	
New Fleet	OSSE DOT will procure new school buses and vans for student transportation. All newly purchased vehicles will be equipped with internal cameras to monitor staff and student safety on the bus and to aid in the investigation of school bus incidents/ accidents.	09-30-2020	☐	☐	Deputy Mayor for Education	

FY2020 Initiative Updates

Initiative Updates

Strategic Initiative Title	Initiative Status Update	% Complete to date	Confidence in completion by end of fiscal year (9/30)?	Status of Impact	FY20 Reporting Quarter
Customer Service Training Program (1 Initiative Update)					
Customer Service Training Program	The Communicate with Heart Recognition Program will resume in Q2 for each OSSE DOT work site while recognizing/acknowledging staff who display the tenets of the program with our customers.	50-74%	High	None	Q1
New Fleet (1 Initiative Update)					
New Fleet	In Q1, 16 vans were delivered equipped with internal cameras to monitor staff and student safety and to aid in the investigation of school bus incidents/ accidents. OSSE DOT anticipates receiving the remaining nine vans in Q2. Upon delivery of all vans, staff will receive extensive training on the vehicles before they are placed in service for transportation. In Q1, the solicitation to procure new buses was put out for bid and closed. An award is pending.	0-24%	High	None	Q1
New School Bus Terminal (1 Initiative Update)					

Strategic Initiative Title	Initiative Status Update	% Complete to date	Confidence in completion by end of fiscal year (9/30)?	Status of Impact	FY20 Reporting Quarter
New School Bus Terminal	The OSSE DOT and the DGS project team met throughout Q1 to continue to work on Capital Projects (W Street and 5th Street terminals). OSSE DOT approved the plans for 5th Street terminal renovations in Q1. In collaboration with DGS, OSSE DOT is preparing for the pre-bid meeting for the construction vendor to take place in Q2.	0-24%	Medium	None	Q1
Stop Arm Camera Project (1 Initiative Update)					
Stop Arm Camera Project	In Q1, OSSE DOT met with partner agencies regarding the stop arm camera pilot program to discuss implementation and collaboration needs. OSSE DOT provided responses to the Office of the City Administrator regarding the pilot program and is awaiting feedback and/or approval in order to proceed. The pilot program will be for data collection only and will not include the distribution of citations. OSSE DOT also drafted the data sharing and donation agreement in preparation for the pilot.	0-24%	High	None	Q1
Student Ridership Tracking System (1 Initiative Update)					
Student Ridership Tracking System	OSSE DOT worked with OCP to finalize the cooperative agreement for the GPS replacement to go out for bid. Utilizing a cooperative agreement with Seon and Texas TIPS; (The Inter-local Purchasing System) OSSE DOT will procure and pilot a more reliable, efficient and user-friendly Student Ridership Tracking System and GPS which will better meet the needs of operations. This new system will enhance routing and reporting for all stops in a bus journey (arriving/ departing homes, schools, terminals) traceable, while easing the existing burden of utilizing multiple systems.	0-24%	High	None	Q1
Targeted Outreach and Recruitment (1 Initiative Update)					
Targeted Outreach and Recruitment	The OSSE DOT Customer Engagement Community Outreach Team conducted 60 school visits across the DMV in Q1 to include 13 school visits in Wards 7 and 8 to ensure school staff and parents are aware of special education transportation services. In addition to schools visits, OSSE DOT also participated in over three community events to include EdFest 2019. OSSE DOT also began to develop a school tour program which is designed to strengthen communication, build stronger relationships and improve service delivery.	50-74%	High	Demonstrable	Q1

Internal: Unfinished 2019 Initiatives

Strategic Initiatives

Title	Description	Complete to Date	Status Update	Explanation	Anticipated Completion Date	Add Initiative Update - Rolled Over Initiatives
COMMUNICATION, OUTREACH & ADMINISTRATION (2 Strategic initiatives)						
Customer Service Training Program	OSSE DOT will complete the implementation of a customer service training program for all staff that provides practical skills and tools for employees to use as standards of behavior when communicating with parents, students, LEAs, stakeholders and colleagues. DOT will measure success through tracking the number of unprofessional complaints received after and prior to training. DOT will also measure customer satisfaction through surveys and quality monitoring.	50-74%	The Communicate with Heart Recognition Program will resume in Q2 for each OSSE DOT work site while recognizing/acknowledging staff who display the tenets of the program with our customers.			
Safety Awareness	The District Vision Zero Program aims to eliminate fatalities and serious injuries to travelers in the city by 2024. OSSE DOT will promote school bus safety by creating and executing a detailed communication plan that will target parents, students, schools, communities, bus drivers and attendants. DOT will utilize different techniques to promote safety among staff and the community.	50-74%	In Q4, OSSE DOT received feedback from the City Administrator (CA) regarding the stop arm camera legislation/ implementation. OSSE DOT in collaboration with OSSE's Legislation and Policy team prepared responses for submission to the CA. Upon approval, OSSE DOT will move forward with a pilot program in FY20, Q1. The requisition to procure a PR firm to lead the development of the communication plan to rebrand OSSE DOT, update messaging on buses and develop all communication to support the stop arm camera legislation was entered at the end Of Q4.	Funding limitations/ restrictions.	09-30-2020	
INSPECTIONS AND FLEET MANAGEMENT (3 Strategic initiatives)						

Title	Description	Complete to Date	Status Update	Explanation	Anticipated Completion Date	Add Initiative Update - Rolled Over Initiatives
Student Ridership Tracking System	OSSE DOT will procure and pilot a more reliable, efficient and user- friendly Student Ridership Tracking System and GPS which will better meet the needs of operations. This new system will make reporting for all stops in a bus journey (arriving/ departing homes, schools, terminals) traceable.	75-99%	OSSE DOT submitted all required documents to OCP to finalize the cooperative agreement for the GPS replacement. The requisition was submitted and approved by the contract administrator and is currently awaiting all necessary OCP approvals. This initiative will be completed in FY20.	Funding restrictions and ensuring all necessary requirements were included in the cooperative agreement were barriers in completing this initiative this year.	09-30-2020	
New School Bus Terminal	OSSE DOT will begin work on a new school bus terminal that encompasses an on-site maintenance and repair facility. The new terminal will replace the New York Avenue and the Adams Place terminal locations. In FY16, OSSE DOT purchased the location for the new terminal, however one month prior to purchase DGS discovered zoning issues that needed to be addressed to complete the project as planned. The facility's office space will be rehabilitated, one warehouse will be converted to a driver waiting area, and other warehouses will be outfitted for bus maintenance. This will expand OSSE DOT's capability to repair vehicles in-house more efficiently than the current procurement scenario. The new terminal is expected to be completed in 2021.	0-24%	In Q4, OSSE DOT solidified the Furniture, Fixtures and Equipment (FF&E) drawings. The W Street project timeline was updated by DGS with a new completion date of 2022 for the terminal to be fully operational.	Opening a new school bus terminal is a long term project that requires coordination and collaboration across District agencies. However, this long term project will be broken down to annual initiatives starting next fiscal year until completion.	09-30-2022	
Fleet Cameras	OSSE DOT will begin to equip its fleet with cameras to monitor safety on the bus and to aid in the investigation of school bus incidents and accidents. In FY19, the focus will be on ensuring all newly purchased buses (approximately 50) have cameras already installed.	75-99%	In Q4, the solicitation for 144 new buses was put out for bid. OSSE DOT anticipates awarding the contract in Q1 of FY20. OSSE DOT also awarded a contract and production began for 20 new vans equipped with cameras for student transportation in Q4. This initiative will be completed in FY20.	There was an extensive process to receive approval for placing cameras on the buses in addition to responding to questions from potential vendors based on the solicitation were barriers to completing this initiative this year.	09-30-2020	

Updates for Unfinished FY19 Initiatives

Strategic Initiative Title	Anticipated completion date	New initiative created for FY19	No Longer an Initiative	Initiative Status Update	% Complete to date	Confidence in completion by anticipated completion date?	Status of Impact	Explanation of Impact	Supporting Data	FY20 Reporting Quarter

Strategic Initiative Title	Anticipated completion date	New initiative created for FY19	No Longer an Initiative	Initiative Status Update	% Complete to date	Confidence in completion by anticipated completion date?	Status of Impact	Explanation of Impact	Supporting Data	FY20 Reporting Quarter
Customer Service Training Program		☐	☐	Communicate with Heart champions continued to train terminal staff. At the end of FY19 project leads reviewed training rosters to remove any duplicates from the total number of staff trained and began conducting target outreach for employees who have not attended training. There were 153 employees trained in Q1 for a total of 961 employees trained to date. The Communicate with Heart Recognition Program will resume in Q2 for each work site, acknowledging employees who start and respond with heart.	50-74%	High	None	Anticipated impact when all employees have been trained.		Q1
Safety Awareness	09-30-2020	☐	☐	Awaiting the hiring of a new Communication Outreach Specialist as well as the solicitation on a vendor that will focus on communication, outreach and branding.	0-24%	High	None	Anticipated impact when communication plan has been developed and implemented.		Q1

Strategic Initiative Title	Anticipated completion date	New initiative created for FY19	No Longer an Initiative	Initiative Status Update	% Complete to date	Confidence in completion by anticipated completion date?	Status of Impact	Explanation of Impact	Supporting Data	FY20 Reporting Quarter
Student Ridership Tracking System	09-30-2020	☐	☐	OSSE DOT worked with OCP to finalize the cooperative agreement for the GPS replacement to go out for bid. Utilizing a cooperative agreement with Seon and Texas TIPS; (The Inter-local Purchasing System) OSSE DOT will procure and pilot a more reliable, efficient and user- friendly Student Ridership Tracking System and GPS which will better meet the needs of operations. This new system will enhance routing and reporting for all stops in a bus journey (arriving/ departing homes, schools, terminals) traceable, while easing the existing burden of utilizing multiple systems. DOT also drafted the data sharing and donation agreement in preparation for the pilot.	0-24%	High	None	Anticipated when new student ridership tracking and GPS is installed and operating.		Q1
New School Bus Terminal	09-30-2022	☐	✔	This						Q1
Fleet Cameras	09-30-2020	☐	☐	In Q1, 16 vans were delivered equipped with internal cameras to monitor staff and student safety and to aid in the investigation of school bus incidents/ accidents. DOT anticipates receiving the remaining nine vans in Q2. Upon delivery of all vans, staff will receive extensive training on the vehicles before they are placed in service for transportation. In Q1, the solicitation to procure new buses was put out for bid and closed. An award is pending.	0-24%	High	None	Anticipated impact when all new buses and vans have been delivered and places in service.		Q1

Administrative Information

Record ID# 744

Performance Plan ID 744 **Blank Initiative Updates** Blank Initiative Updates

Office of the State Superintendent of Education

Title	Q101: Budget & Expenditures.xlsx
Tabs	Tab 1: GD0 by Fund - FY19
	Tab 2: GD0 by Fund- FY20
	Tab 3: GD0 by Program- FY19
	Tab 4: GD0 by Program- FY20
	Tab 5: GD0 by Activity- FY19
	Tab 6: GD0 by Activity-FY20
	Tab 7: GO0 by Fund - FY19
	Tab 8: GO0 by Fund- FY20
	Tab 9: GO0 by Program- FY19
	Tab 10: GO0 by Program- FY20
	Tab 11: GO0 by Activity- FY19
	Tab 12: GO0 by Activity-FY20
	Tab 13: GN0 by Fund - FY19
	Tab 14: GN0 by Fund- FY20
	Tab 15: GN0 by Program- FY19
	Tab 16: GN0 by Program- FY20
	Tab 17: GN0 by Activity- FY19
	Tab 18: GN0 by Activity-FY20

Office of the State Superintendent of Education

Title	Q102 Attachment- Intra-District Transfers.xlsx
Table of Contents	Tab 1: FY19 GD0 Transferred From
	Tab 2: FY19 GD0 Transferred To
	Tab 3: FY19 GO0 Transferred From & To

Office of the State Superintendent of Education

Title	Q103 Attachment- Reprogrammings.xlsx
Table of Contents	Tab 1: Reprogrammings- GD0 FY19
	Tab 2: Reprogrammings- GD0 FY20
	Tab 3: Reprogrammings- GO0 FY19
	Tab 4: Reprogrammings- GO0 FY20
	Tab 5: Reprogrammings- GN0 FY19
Note	There are no reprogrammings for GN0 FY20 at this time.

Office of the State Superintendent of Education

Title	Q104 Attachment- Special Purpose Revenue.xlsx
Table of Contents	Tab 1: Data Tab
	Tab 2: Q104 Special Purpose

Office of the State Superintendent of Education

Title	Q105 Attachment- Fixed Cost.xlsx
Table of Contents	Tab 1: Fixed Costs- GD0
	Tab 2: Fixed Costs- GO0

Office of the State Superintendent of Education

Title	Q106 Attachment- Capital Budget
Table of Contents	Tab 1: Capital Summary GD0 Final
	Tab 2: GO0 Capital

Office of the State Superintendent of Education

Title	Q110 Attachment - OSSE Vacancies FY19 and FY20 to date
Table of Contents	Tab 1: Data Notes
	Tab 2: OSSE and DOT FY19
	Tab 3: OSSE and DOT FY20 to date
Data Notes	FY19 to date vacancies are as of January 8, 2020

Attorney Bonuses

Title	Name	Job Code	Salary on 8/31/18	Pay Group	Agency Code	Deptid	2% Bonus Amount
Attorney Advisor	Kevin Stokes	550552	$121,787.00	G1N	GO	GO10000000	-
Attorney Advisor	Hillary Hoffman-Peak	550552	$137,019.00	G1N	GD	GD1E901000	-
Attorney Advisor	Tiffany Oates	550552	$121,787.00	G1N	GD	GD1E901000	$2,435.74
Attorney Advisor	Nagesh Tammara	550553	$138,785.00	G1N	GD	GD1E901000	-
Attorney Advisor	Gregory Burnett	550451	$89,376.00	G1N	GD	GD1E901000	-
Attorney Advisor	Michael Bender	553089	$115,943.00	G1N	GD	GD1E901000	-

1.5% Bonus Amount
$1,826.81
$2,055.29
-
$2,081.78
$1,340.64
$1,739.15

Office of the State Superintendent of Education

Title:	Q116 Attachment 2: FY19-FY20 Incentive Payments.xlsx
Table of Contents	Tab 1: Data Tab
	Tab 2: All Payments
	Tab 3: FY18 Q1 Incentive Payments
	Tab 4: FY18 Q2 Incentive Payments
	Tab 5: FY18 Q3 Incentive Payments
	Tab 6: FY18 Q4-- Paid FY19 Incentive Payments
	Tab 7: FY19 Q1 Incentive Payments
	Tab 8: FY19 Q2 Incentive Payments
	Tab 9: FY19 Q3 Incentive Payments
	Tab 10: FY19 Q4--Paid FY20 Incentive Payments

Office of the State Superintendent of Education

Title:	Q116 Attachment 3- Travel Expenses FY19 & FY20.xlsx
Table of Contents	Tab 1: FY19 Travel Expenses
	Tab 2: FY20 YTD Travel Expenses

Office of the State Superintendent of Education

Title:	Q117 Attachment- FY19-20 Contracts.xlsx
Table of Contents:	Tab 1: Data Tab
	Tab 2: Contracts

Office of the State Superintendent of Education

Title:	FY19-20 Contract Modifications.xlsx
Table of Contents:	Tab 1: Data Tab
	Tab 2: FY19-20 Contract Modifications

Office of the State Superintendent of Education

Title:	Q119 Attachment 1- Purchase Card Transactions.xlsx
Table of Contents:	Tab 1: FY19 Purchase Card Transactions

Office of the State Superintendent of Education

Title:	Q119 Attachment 2- FY20 Purchase Card Transactions
Table of Contents:	Tab 1: Data Tab
	Tab 2: FY20 P Card Transactions

OSSE Lacked an Effective Methodology for Developing the D.C. Early Intervention Program Budget

December 7, 2018

A report by the Office of the District of Columbia Auditor

Audit Team

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Yvonne Jones, Auditor
Aaron Thomas, Auditor
Toya Harris, Auditor Supervisor

Kathleen Patterson, District of Columbia Auditor
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Office of the District of Columbia Auditor

Office of the District of Columbia Auditor

Executive Summary

Why ODCA Did This Audit

The Office of the D.C. Auditor (ODCA) initiated this audit in response to concerns raised by Council of the District of Columbia Education Committee Chairman David Grosso regarding the budgeting practices and fiscal management of the D.C. Early Intervention Program (DC EIP).

What ODCA Recommends

Our recommendations include that:

1. OSSE should develop a written budget methodology for the program, follow it in a transparent fashion, and provide documentation to the D.C. Council and the public.
2. OSSE should continue its collaboration with DHCF to ensure that procedures are in place for the timely submission of Medicaid claims for reimbursement. The agency should also explore additional sources of funding for the program.
3. OSSE should continue the enhancement of the new data system to ensure data integrity and report reliability, particularly in the number of children who receive services and the number of service hours provided. OSSE should also monitor the impact brought about by any changes in funding to the number of service hours and participants in DC EIP.
4. OSSE and OCP should continue to collaborate through documented bi-weekly meetings and ensure that all contracts (Blanket Purchase Agreements, Human Care Agreements, and contract modifications) are fully executed with signatures and requirements and are compliant with applicable policies, laws, and regulations.
5. OSSE should strengthen its internal controls and develop written policies and procedures for a timely and documented invoice review, approval for payment of supported invoices, and provide training to relevant staff on those policies and procedures.
6. The OCFO and OSSE should work to ensure compliance with policies and procedures regarding booking of year-end accruals and obligations.

For more information: 202-727-3600

What ODCA Found

During the scope of our review (fiscal years 2015-2017) we found that the Office of the State Superintendent of Education (OSSE) lacked an effective written methodology for developing the DC EIP budget. This created internal management challenges as staff members changed during this period and institutional knowledge was lost. We acknowledge that the program has improved its budget process over the past year.

In addition, we found that OSSE did not have a working policy or methodology for estimating the number of young children to receive DC EIP services annually for use in budget development. Without a comprehensive budget methodology, there was no means to connect the number of children being served with the funding needed to serve them.

During the scope of our review we found that Medicaid reimbursement procedures for the cost of services provided to manage care organization fee-for-service participants were not in effect so DC EIP bore this cost that could otherwise have been saved or funneled into the program.

Our review found that there is a need to strengthen internal controls in OSSE's review, approval, and payment processes of invoices from service providers. Delayed payments to vendors should also be addressed and monitored because such delays can contribute to vendors' lack of confidence in OSSE's ability to meet financial obligations on time and cause a negative financial impact on their businesses. This could potentially impede the service providers ability to continue to do business with the District and could also hamper DC EIP's ability to retain qualified service providers.

There also is a need to strengthen controls in executing contract agreements and modifications to ensure that they are signed by all contracting parties and that key requirement are incorporated into the contract agreements and modifications. Lastly, we found that accruals booked in FY 2016 and FY 2017 were not supported with a detailed description of the methodology used for the estimation of accruals.

ODCA Office of the District of Columbia Auditor

September 28, 2018

The Honorable David Grosso
Chairman, Committee on Education
Council of the District of Columbia
1350 Pennsylvania Ave., N.W.
Washington, DC 20004

Dear Councilmember Grosso:

On August 19, 2016, you asked the Office of the District of Columbia Auditor (ODCA) to conduct an audit of the Office of the State Superintendent for Education (OSSE) D.C. Early Intervention Program (DC EIP; see Appendix A). You wrote, "I believe early intervention can truly make a difference in the lives of children and families in need; however, I am concerned about the budgeting practices and fiscal management of the program."

Specifically, you asked ODCA to address the following questions:

- For FY 2011 through FY 2017, what methodology was used to develop D.C.'s Part C budget?
- What is the DC EIP's approved budget and actual expenditures for the past five fiscal years?
- How does the program estimate annually the number of children to be served, and how does the number inform budgeting for DC EIP?
- What, if any, policy or procedural issues, such as eligibility definition, or credentialing, have impacted the budget for DC EIP since 2009?
- What is the average cost per child and the average number of hours of service per child?
- Have children served by DC EIP experienced any reduction in services rendered as a result of funding challenges over the past five years?
- Is D.C.'s payment schedule reasonable for the services provided in comparison to similar and surrounding jurisdictions?
- What is the contracting and procurement process for DC EIP and are the program's practices compliant with D.C. and federal law?
- Is the invoice verification billing process and Medicaid billing process used by OSSE for DC EIP compliant with D.C. and federal law?
- Has D.C. realized any benefits via cost savings or otherwise as a result of expanded eligibility for DC EIP?

The following report responds to each question with information provided through interviews and reviews of program and financial records. For questions 8 and 9 we provide a deeper dive that assesses the program's internal controls. We note that the timeframe for our review concluded more than a year ago and we acknowledge that the agency had

made significant improvement in budgeting over the past year. We report on surveys we conducted with program participants, child care center employees, and pediatricians, with their reflections on program strengths and areas for improvement. Twenty-four families provided responses, indicating the vast majority said the program met their expectations and made a difference for their children.

We hope you find this information useful in your ongoing oversight of this important program for the Districts families and children.

Sincerely yours,

Kathleen Patterson
Auditor of the District of Columbia

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Objectives, Scope and Methodology

Objectives

The objectives of this audit were to respond to the 10 questions above.

Scope

The period under review is FY 2016 and FY 2017, or October 1, 2015, through September 30, 2017.

Methodology

To accomplish our audit objectives and test for internal controls, we interviewed relevant staff of OSSE, the Office of the Chief Financial Officer (OCFO), the Office of Contracting and Procurement (OCP), Department of Health Care Finance (DHCF), and relevant DC EIP service providers. We also reviewed OSSE records including invoices, contracts, case files, and service records. Last, we reviewed relevant laws and regulations for determining compliance with early intervention programming requirements including:

- Federal regulations for Title 34 CFR Part 303, Early Intervention Program (EIP) for Infants and Toddlers with Disabilities, as amended per eCFR IDEA Part C as of September 26, 2017.
- Individuals with Disabilities Education Improvement Act (IDEA) of 2004, Part C – Infants and Toddler with Disabilities.

We also conducted a survey of D.C. Early Intervention Program participants and professionals who work with children and make referrals, to collect information related to:

- How participation in the DC EIP made a difference in the lives of children and their families.
- What the D.C. Early Intervention Program is doing well.
- What the D.C. Early Intervention Program could do better.

The results of this survey can be found at the end of this report.

This report was drafted, reviewed and approved in accordance with the standards outlined in ODCA's Policy and Procedures Manual.

Background

Federal Law

In 1975, Congress Passed Public Law 94-142, the Education of All Handicapped Children Act (the EHA), which guaranteed that all children aged 3 to 21 would receive a free appropriate public education (FAPE) in every state and locality. Although school-aged children were included in the 1975 Act, early intervention services for *infants and toddlers with disabilities* were not part of the 1975 Act. The early intervention services for infants and toddlers—from birth through age 2—with disabilities and developmental delays did not become part of the Act until 1986 with its reauthorization (in Public Law 99-457). In 1986 Congress established the program of early intervention for infants and toddlers to meet the needs to:

- Enhance the development of infants and toddlers with disabilities and development delays and to minimize their potential for developmental delay.
- Reduce the educational costs to society, including the nation's schools, by minimizing the need for special education and related services after infants and toddlers with developmental delays reach school age.
- Enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities and developmental delays.[1]

Legislation supporting the establishment of early intervention for infants and toddlers finds that "significant brain development occurs during a child's first 3 years of life" and further establishes the prioritized need to "enhance the capacity of State and local agencies and service providers to identify, evaluate, and meet the needs of all children, particularly minority, low-income, inner city, and rural children, and infants and toddlers in foster care."[2]

As first authorized in 1986, the early intervention program was known as part H of what is now known as the Individuals with Disabilities Education Act (IDEA)[3]. It became part C with the reauthorization of IDEA in 1997[4] and continues as Part C to the present day. In 2011 new implementing regulations for IDEA Part C were published by the Office of Special Education Programs, U.S. Department of Education.[5]

Currently, all states and territories are eligible to participate in IDEA Part C. Annual funding to each state is based upon census figures of the number of children, birth through age 2, in the general population. The Office of the State Superintendent for Education (OSSE) is the lead agency responsible for administering early intervention services to eligible infants and toddlers in the District under IDEA Part C.

D.C. Early Intervention Services Eligibility

Prior to July 2013, infants and toddlers were required to have a 50 percent delay in at least one developmental area to be eligible for D.C. Early Intervention Program (DC EIP) services. The eligibility threshold was expanded to include infants and toddlers with a 25 percent delay in two or more developmental areas.[6] In 2014 eligibility was again increased to allow children to continue to receive DC EIP services beyond age 3 until the beginning of the school year following the child's 4th birthday.[7] Also, in 2014, the Council passed legislation that became effective July 1, 2018, further expanding the eligibility threshold to allow children with a 25 percent delay in a *single* developmental area to be provided with DC EIP services.[8]

1. See Education of the Handicapped Act (EHA) Amendments of 1986, P.L. 99-457, § 101, 100 Stat. 1145 (1986).
2. *See* Individuals with Disabilities Education Improvement Act of 2004, P.L. 108-446, 118 Stat 2744 (2004).
3. The 1990 Amendments to EHA (P.L. 101-476) changed the name to the Individuals with Disabilities Education Act.
4. Individuals with Disabilities Education Act Amendments of 1997, P.L. 105-17. 111 Stat. 37 (1997).
5. *See* 34 C.F.R. § 303.
6. *See* DCMR § 5-A3108.3.
7. *See* DCMR § 5-A3110.
8. *See* Fiscal Year 2019 Budget Support Emergency Act of 2018, Title VII, Subtitle B. Subject-to-Appropriations Amendments, applicable July 1, 2018.A corresponding provision is included in the permanent Fiscal Year 2019 Budget Support Act (B-22-753), which is not yet enacted.

Office of the State Superintendent of Education (OSSE)

DC EIP is housed within OSSE's Division of Early Learning. The program is also commonly referred to by OSSE as "Strong Start" or "Part C." For purposes of clarification, we will refer to the program as DC EIP throughout this report. As required by IDEA Part C regulations, a significant effort is made to continuously identify children who may need early intervention services.[9] A referral to DC EIP can come from a medical provider, a child care service provider, or a parent. OSSE's Policies for Implementing the *IDEA Part C* manual includes provisions for the use of "Child Find" service providers, who actively seek out children who may qualify for and benefit from early intervention services, while also educating families and promoting the program in places where children and their families frequent (medical offices, child care facilities, etc.).[10]

In the District, Child Find services, evaluation services, service coordination, and therapeutic services are provided to children and their families by qualified vendors through contracts administered by OSSE. In FY 2018, 22 full-time equivalent positions were added to the DC EIP to better coordinate DC EIP services to eligible infants and toddlers, a function previously carried-out by vendors. OSSE believes that by having service coordination provided by District employees under the direct supervision of agency leadership, the quality of service delivery will be improved and sustained.

Structure of This Report

What follows are detailed responses to each question posed by Councilmember Grosso. To respond to questions 8 and 9 concerning procurement processes and billing procedures we provide a comprehensive review consistent with generally accepted government auditing standards to assess the program's internal controls. We present findings and numbered recommendations throughout the text. A final section reports on surveys of program participants, child care centers and pediatricians with their reflections on program strengths and areas for improvement.

9. See 34 C.F.R. § 300.111.
10. **Child Find:** Under the Individuals with Disabilities Education Act (IDEA), Child Find is a process of continuous public awareness activities designed to locate, identify, and evaluate children who may require early intervention or special education services. [https://osse.dc.gov/publication/dceip-child-find]

Auditor's Analysis and Response to Specific Questions

Question 1: For fiscal years (FYs) 2011 to 2017, what methodology was used to develop the DC EIP budget?

Finding: Overall, we found that OSSE did not have an effective written budget methodology. For FYs 2011 to 2017, OSSE could not provide any documents, in either paper or electronic form, that supported the DC EIP budget development. Additionally, none of the current DC EIP staff responsible for budget development were present at OSSE prior to FY 2015. As a result, we found limited or no institutional knowledge of the process prior to FY 2015.

For developing the FY 2018 budget, OSSE did provide a budget formulation they cited as methodology. We reviewed this formulation they cited as methodology and found inconsistencies in the development of some of the largest budget line items. The U.S. Government Accountability Office (GAO) recommends that agencies base their budgets on reasonable assumptions about factors affecting program costs or budgetary resources, and look back to assess accuracy of previous estimates, adjusting methods as necessary.

The National Advisory Council on State and Local Budgeting recommends that agencies have policies and plans to address items such as groups or populations to be served, service delivery issues, examples of possible programs, standards of performance (including level of service standards or other measures to gauge success), expected costs, time frames for achievement of goals, issues pertaining to organizational structure, and priorities for service provision.

We found insufficient evidence that OSSE created a definitive policy, utilized reasonable assumptions about factors affecting costs, or addressed standards of performance when developing the FY 2018 DC EIP budget. We address this is in more detail later in the report.

For the FY 2018 budget, we were provided the following budget formulation at the Comptroller Source Group (CSG) level aligning with where the activity the budget funds were allocated. (See Figure 1)

Figure 1: DC EIP FY 2018 Budget Formulation Detail

Comptroller Source Group (CSG)	Description	Amount
11	Supervisory Direct Service Coordinators	162,100
11	Direct Service Coordinators	1,406,900
14	Fringe Benefits	384,567
41	Translation Services	154,033
41	Interpretation Services (ASL)	10,000
41	Child Find[11] (Connections Therapy)	79,500
41	Child Find (Mary's Center)	109,124
41	Child Find (MACS)	53,000
41	Professional Development[12]	120,000

11. Child Find is a process of continuous public awareness activities designed to locate, identify, and evaluate children who may require early intervention or special education services.
12. Professional Development - Assessment, Evaluation, and Programming System (AEPS) for Infants and Children is a system being used by Strong Start evaluators to assess children to ascertain if they meet Part C eligibility criteria for developmental delay. Professional development also includes Training on Evidence-based practices (EBP) which are considered critical to the development and maintenance of mental health services and programs.

Comptroller Source Group (CSG)	Description	Amount
41	Brookes Publishing[13]	200,000
41	Database Maintenance	274,342
50	Evaluations and Assessments	1,771,200
50	Reassessments	199,287
50	**Direct Services (DS)[14]**	8,323,688
	Total Local Budget	**13,247,741**
11	Strong Start Staff	1,567,156
11	IDEA Part B Coordinator (1 FTE funded by IDEA Part B)	92,026
14	Fringe Benefits	383,271
41	Georgetown (Comprehensive System of Personnel Development)[15]	262,205
50	Additional Direct Services	20,000
	Total Federal Budget	**2,324,658**
	Grand Total	**15,572,399**

Source: OSSE

To test for a connection between the DC EIP budget and the underlying factors that inform the budget we had to rely solely on statements made by DC EIP managers regarding how they developed the FY 2018 budget and compare that to the budget formulation provided by OSSE in the figure above.

As part of our testing, we attempted to validate the budget figures provided by OSSE, focusing on CSG 50, the largest CSG. CSG 50 included the following four activities: evaluations, reassessments, direct services, and additional direct services. According to OSSE the total budgeted amounts for these four activities were based on the number of "units of service," and that available population data within OSSE databases were used to determine the number of units of service required. Figure 2 below presents the calculation methods provided by OSSE for CSG 50.

Figure 2: OSSE Budget Calculation Methods

CSG	Description	Item Detail	Amount
50	Evaluations and Assessments (E&A)	1,968 projected E&A x 12 units x 2 Evaluators x $37.50/unit	1,771,200
50	Reassessments	664 projected Reassessments x 8 units x 1 provider x $37.50/unit	199,200
50	Direct Services	222,104 projected billable units x $37.50/unit	8,328,900
50	Additional Direct Services	NA	20,000

13. Brookes Publishing Company provides a web-based management system for AEPS which aids and facilitates assessment, goal development, intervention, and evaluation of children.
14. Includes services prescribed by Individual Family Service Plans (IFSP).
15. OSSE's Comprehensive System of Personnel Development (CSPD) includes a partnership with Georgetown University to offer an Early Intervention Certificate Program which accepts 20 students annually. The training prepares students to: assess and promote social, emotional, developmental, and behavioral health of infants, toddlers, and young children in partnership with families in the context of their community; identify developmental, behavioral, and social emotional delays and disorders early; intervene effectively using evidence-based knowledge and practices; develop and manage effective systems of supports and service.

In an email correspondence an OSSE official stated that to arrive at the FY 2018 number of "units of service" they used the actual number of units of service provided in FY 2016 as a baseline and then applied a multiplier of 10 percent, which they described as, "a 10 percent increase to account for FY 2017, and then another 10 percent" increase to reach expected service needs for developing the FY 2018 DC EIP budget. OSSE further stated that the 10% increases for annual growth were "based on prior years' trends in programmatic growth."

Our calculations found, however, as presented in Figure 3, that based upon available population data there should have been approximately 112,000 more services units used by OSSE to develop the FY 2018 budget. We created the analysis, using information from the Strong Start Child and Family Data System (SSCFDS). Not only did OSSE fail to use their own stated methodology in budgeting for FY 2018; they also failed to use readily available data to develop a more accurate projection.

Figure 3: Comparison of OSSE Reported Process to Actual Budgeted Figures – Units of Service

	FY16 Actual	Projected FY17 (10% Over FY16 Actual)	Projected FY18 (10% Over FY17 Projected)	FY18 Budgeted per OSSE	Difference
Units of Service	319,706	351,677	386,845	274,648	(112,197)

Overall an effective budget development and methodology should be clearly documented, should use high quality data, and assumptions used should be reliable and verifiable. The lack of documentation, clear policy, or logical connection between stated factors and issued budget figures is significant for many reasons. It creates internal management challenges as time passes and staff members change, and institutional knowledge is lost. It also limits the ability of the D.C. Council to conduct proper oversight of the agency operations.

Assumptions made in the budget processes also have serious impacts on agency operations. For DC EIP, this is important because the program is used to provide critical development and education services to a vulnerable population. The lack of a written methodology heightens the risk that if current staff were to leave, incoming staff would be left without substantive guidance on how the DC EIP budgets are developed.

Recommendation 1

OSSE should develop a written budget methodology for the program, follow it in a transparent fashion, and provide documentation to the D.C. Council and the public.

Question 2: What is the DC EIP's approved budget and actual expenditures for the past five fiscal years?

Approved and revised budgets

For FYs 2013 and 2014, line items for DC EIP were clearly delineated in the District's Proposed Budget and Financial Plan Congressional Submission, more commonly referred to as the "Budget Book." For these years the program was listed as Idea Part C Early Intervention Program EIP (D903), with distinct divisions and activities within OSSE's overall budget. In FY 2015 and 2016 we found the DC EIP was nested within a different OSSE budget line/activity: Professional Development Assistance (D805). We were not able to clearly carve out which items were budgeted for DC EIP and which were budgeted for other programs as that level of detail was unavailable.

In FYs 2017 and 2018 the DC EIP was a line item in OSSE's budget and was renamed the Office of Early Intervention (E803). Figure 4 below summarizes the original budget approved by the D.C. Council and transmitted to the Congress, and the subsequent revised budgets for FYs 2013 to 2018; these include both local funds and federal grant funds.

Figure 4: DC EIP Original Approved and Revised Budgets for FYs 2013-2018 (in 000's)

Fiscal Year	Original Approved Budget	Revised Budget	Difference	Program Code	Description/Justification for Difference
2013	$2,875	$6,227	$3,352	D903 IDEA Part C Early Intervention Program EIP	$ 4.3 million reprogramed from Non-Public Tuition and Child and Family Services Agency to OSSE. (REPROG20-42) This reprogramming ensures that OSSE is able to cover the costs required by the Early Intervention, Part C Regulations, due to an increase in the number of eligible special education children. Funds moved from NPT's Nonpublic Tuition program, Comptroller Source Group (CSG) 50 (Subsidies and Transfers)[16] and from CFSA's Child Placement Activity program, CSG 50 (Subsidies and Transfers), to OSSE's Special Education program, CSG 50 (Subsidies and Transfers). Budget reduction of $577k from local funds. Described in SOAR as: "Reduce FY13 for rollover to FY14".[17]
2014	$8,180	$8,757	$577	D903 IDEA Part C Early Intervention Program EIP	Non-Local funds comprise the bulk of additional funds allocated to EIP. This includes $214k "To Establish Infant Carryover", and $359k for "Budget Modification." These figures were balanced against various reductions such as $62k for "Closeout of Grant Mods"[18]
2015	$15,265	$17,879	$2,614	D805 Professional Development Assistance	$2.2 million reprogrammed from the Department of Youth and Rehabilitation Services to OSSE. "This reprogramming that OSSE will be able to address budget pressures related to billing assessments, the Individuals with Disabilities Education Act Part C program, and infant and toddler facility expansion".[19] $414k added in Federal Grant Funds

16. Office of the Chief Financial Officer Summary of FY 2013 Reprogramming Request April 1, 2013 through June 30, 2013
17. ODCA was unable to obtain additional evidence to corroborate this budget action at the time of this report.
18. SOAR Reports reviewed by ODCA Agency Fiscal Officer.
19. Office of the Chief Financial Officer Summary of FY 2015 Reprogramming Request July 1, 2015 through November 7, 2015.

Fiscal Year	Original Approved Budget	Revised Budget	Difference	Program Code	Description/Justification for Difference
2016	$11,552	$8,311	($3,241)	D805 Professional Development Assistance	$2.3 Million added to original budget via Emergency Adjustment Act of 2016 (A21-415) Funds were transferred from OSSE Nutrition Services (program D500/D501, index LD500, PCA LF501, object 0506) to Professional Development Assistance (program D800/D805, index LD800, PCA LF805, object 0409)[20] $5.6 million subtracted via Reprogramming to the Housing Production Trust Fund (REPROG21-0250). This reprogramming ensures the allocation of funding projected from agency savings in the current fiscal year to the HPTF, which is a non-lapsing account. The additional funding covers costs associated with the continued production of affordable housing for Fiscal Year 2017. This action will reprogram budget authority from several agency programs, activities, and Comptroller Source Groups (CSGs). Reductions will occur from the following agencies: Housing Authority Subsidy, Child and Family Services Agency, Metropolitan Police Department, Department of Health Care Finance, Department of Youth Rehabilitation Services, Department on Disability Services, Special Education Transportation, Non-Public Tuition, and the Office of the State Superintendent of Education. A total of $40,000,000 was reprogrammed to the Housing Production Trust Fund program, CSG 50 (Subsidies and Transfers).[21] $203k added via Intra-District Transfers from the Department of Health.[22]
2017	$16,734	$15,921	($813)	E803 Office of Early Intervention	$700k was subtracted via Reprogramming actions. The SOAR Reports indicate the funds were sent to the District's "Workforce Investments" fund.[23] The District budgets an amount for Workforce Investments for pay increases and reforms that are expected the budgeted year but are not finalized.[24] $493k was subtracted through decreases in Federal Grants. $380k was added via Intra-District Transfers from the Department of Health Care Finance[25]

20. Emergency Adjustment Act of 2016 (A21-415)
21. Office of the Chief Financial Officer Summary of FY 2016 Reprogramming Request July 1, 2016, through November 7, 2016.
22. Intra-District Report to Council for FY 2016 4th Quarter (July 1, 2016 – September 30, 2016). "To provide early intervention services for those eligible under the individuals with disabilities education act".
23. SOAR Reports pulled by ODCA AFO have descriptions that read "REPROGRAM FROM VARIOUS TO UP0". UP0 is the districts Workforce Investments fund.
24. FY2019 OCFO Budget Chapter for agency code UP0, Workforce Investments.
25. Intra-District Report to Council for FY 2017 3rd Quarter (April 1, 2017 – June 30, 2017). "Medicaid funding to support transportation costs for students with special needs."

Fiscal Year	Original Approved Budget	Revised Budget	Difference	Program Code	Description/Justification for Difference
2018	$16,425	$16,129	($286)	E803 Office of Early Intervention	$349K reduction in local funds primarily for COLA Corrections and a variety of Reprogramming Actions which fell below the threshold for council action (E.g., $180k reprogrammed for "Out of School Time". $323k reduction in non-local funds through a variety of budget actions described in SOAR as "Budget Mod" and "Transfer from 0041 to 0050"[26] $296k added via intra-district transfer from the Department of Health[27]
Source: System of Accounting and Record (SOAR)					

Expenditures

DC EIP incurred the following expenditures in FY 2013 to FY 2017.

Figure 5: DC EIP Expenditures FY 2013 to FY 2017 (in 000's)[28]

Fiscal Year	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
IDEA Part C Expenditures	$6,041	$7,473	$14,963	$16,231	$13,557
Source: OSSE Proposed Budget and Financial Plan Reports and SOAR					

The DC EIP is funded with local and federal grant funds. According to OSSE, local funds are budgeted for non-personnel services while federal grant funds are used for personnel services that include DC EIP staff salaries and benefits. Although outside of the scope of this audit, it is worth noting that in FY 2018, OSSE transitioned the service coordination function into the DC EIP and hired 22 service coordinators. This is in accordance with OSSE's efforts to improve service delivery and ensure a more consistent and supportive service coordination for families. These positions were funded with local dollars.

Question 3: How does the program estimate annually the number of children to be served, and how does the number inform budgeting for DC EIP?

Finding: OSSE did not have a working policy or methodology for estimating the number of children to be provided DC EIP services annually for use in budget development. The agency stated they used FY 2016 as a base and applied a 10 percent annual increase to arrive at the budgeted units of service for FY 2018. This however did not translate to determining the number of children served annually. Without a comprehensive budget methodology, there is no means to connect the number of children being served with the funding needed to serve them.

The Division of Early Learning has made updates to the database and software that track their activities since early 2017, creating an opportunity to find efficiencies, provide for better tracking, and potentially lead to program improvements. During the period of our review the agency implemented the Strong Start Child and Family Data System, which includes additional tracking and reporting capabilities. Reports produced by the Division and reviewed by ODCA, allow for a much more granular view of agency operations. This includes the ability to accurately review how

26. For local and non-local funds SOAR reports were created by ODCA AFO
27. Intra-District Report to Council for FY 2018 3rd Quarter (April 1, 2018 – June 30, 2018). "To promote the integration of an early childhood system that facilitates easy access to support services for children from birth through age three and their families."
28. DC EIP expenditure data are obtained from OSSE Proposed Budget and Financial Plan Reports and System of Accounting and Reporting (SOAR) Reports.

many children are in the program, what services they are receiving, the number of hours of services provided, who the payor is, and dates of entry or exit from Part C. These improvements were requested by and implemented by the current Division Director. These electronic tools now in use should be able to provide OSSE with reliable service data along with the number of children served to better inform budgetary and operational planning efforts.

Moving forward we would encourage the agency to utilize the reporting tools that are now in place to support future budgeting efforts.

Question 4: What, if any, policy or procedural issues such as eligibility definition or credentialing have impacted the budget for DC EIP since 2009?

As stated in the background, prior to July 2013, infants and toddlers were required to have a 50 percent delay in at least one developmental area to be eligible for DC Early Intervention Program (DC EIP) services. The eligibility threshold was expanded to include infants and toddlers with a 25 percent delay in two or more developmental areas. In 2014 eligibility was again increased to allow children to continue to receive DC EIP services beyond age 3 until the beginning of the school year following the child's 4th birthday. Also, in 2014, the Council passed legislation, that became effective July 1, 2018, that further expanded the eligibility threshold to allow children with a 25 percent delay in a *single* developmental area to be provided with DC EIP services.

Budgetary Changes

Following most legislative changes there have been increases to the DC EIP budget. In FY 2013 the D.C. Council approved increasing the budget to cover expanded eligibility. In FY 2015 the D.C. Council approved a reprogramming request, initiated by the Mayor, increasing the DC EIP budget with an additional $2.2 million. The D.C. Council approved a similar reprogramming of $2.3 million to DC EIP in FY 2016. In FY 2017 the D.C. Council approved increasing the DC EIP budget by roughly $2.3 million dollars through the regular budget process to provide required Maintenance of Effort (MOE) funds (required by terms of federal grants). Between FY 2014 and FY 2018 budget, the DC EIP budget doubled from $8.2 million to over $16.4 million.

Figure 6: Summary of Council Legislative Actions and Related Change to Budget (in 000's)

2013	2014	2015	2016	2017	2018
Change to Eligibility	**Change to Eligibility**	**Change to Eligibility**	**Change to Eligibility**	**Change to Eligibility**	**Change to Eligibility**
Effective July 2013 eligibility was expanded to children with 25% delays in two areas	Enhanced Special Education Services Act of 2014 Passed.[29]	Effective March 2015, EIP services may be extended until the beginning of the school year following the child's fourth birthday	None	None	Effective July 2018 child eligible with a 25% delay in just one developmental area
Change to Budget	**Change to Budget**	**Change to Budget**	**Change to Budget**	**Change to Budget**	**Change to Budget**
$3,352	**$577**	**$2,614**	**$-3,241**	**$-813**	**$-286**

29. In 2014, the Council passed legislation, that became effective July 1, 2018, that further expanded the eligibility threshold to allow children with a 25% delay in a single developmental area to be provided with DC EIP services. See Fiscal Year 2019 Budget Support Emergency Act of 2018, Title VII, Subtitle B. Subject-to-Appropriations Amendments, applicable July 1, 2018. A corresponding provision is included in the permanent Fiscal Year 2019 Budget Support Act (B-22-753), which is not yet enacted.

The Fiscal Impact Statement presented to Chairman Mendelson on October 6, 2014, following the passage of B20-724, shows an understanding that expanding eligibility would likely have a significant impact on funding needs for the program. However, as indicated in Fiscal Impact Statement for the "Fiscal Year 2019 Budget Support Act of 2018", because of various improvements to OSSE's program model, OSSE's current budget could absorb the projected impact of expanding eligibility without additional funding in FY18 and FY19, assuming that funding levels remain consistent.

Question 5: What is the average cost per child and the average number of hours of service per child?

Average cost per child

In FY 2017, OSSE estimated $19,000 as the average annual cost of providing early intervention services per child. The agency also estimated that the average number of hours of service per child was 5.76 hours while ODCA's calculated estimate was close at 5.70 hours.

OSSE provided the details of their estimate of the average annual cost per child in the table below.

Figure 7: Average Cost Per Child for Early Intervention Services Based on FY 16 Expenditures

Financial Categories	Average Annual Cost Per Child
Direct Services	$12,000
Evaluations and Assessments	$2,500
Service Coordination	$3,000
Admin/Operations (CF, Data Systems, Salaries, Personnel Training	$1,500
TOTAL	**$19,000**
Source: OSSE	

OSSE's Special Assistant Part C, through email, offered the following explanation for arriving at the estimates:

- Direct services were calculated by analyzing the actual services delivered and determining the average cost per month per child based on a unit rate of $37.50 for each 15-minute interval of service.[30]
- Evaluations/assessments were estimated based on a child receiving an initial evaluation, 6-month and annual AEPS progress assessment.
- Service coordination was calculated by determining total expenditures for service coordination divided by the actual average annual number of children served.
- The administrative/operations expenditures (Child Find, non-service coordinator salaries, data system etc.) were divided by the actual number of children served to obtain the per child cost.

30. The rate is based on the Medicaid Fee Schedule found in DCMR § 29.988.1, and cited OSSE's, Division of Early Learning, Strong Start DC Early Intervention Program Finance and Billing Policies. DCMR § 29.988.3 states that "DHCF shall review the Medicaid fee schedule periodically. The Medicaid fee schedule may be adjusted where necessary to… [c]omply with changes in federal or District requirements…" The $37.50 rate is for direct services commonly used for early intervention service therapies such as physical, occupational and speech language therapy, which comprise the majority of early intervention services provided to eligible children (as also cited in OSSE's, Division of Early Learning, Strong Start DC Early Intervention Program Finance and Billing Policies).

Average Service Hours Per Child

In the absence of actual data reference points and given that OSSE's calculations were based on various estimates made in each cost category, ODCA's attempt to recreate OSSE's computation of the average cost per child was futile. We were unable to replicate a process that would generate a reliable measure of an **average cost of providing early intervention services per child.**[31] For the **average number of service hours per child**, please see Figure 8 below that provides a summary for FYs 2015 to 2017.

Figure 8: Number of Service Hours Per Child, FYs 2015-2017

Child Level Service Data	OSSE-Provided FY15 Data	OSSE -Provided FY16 Data	OSSE-Provided FY17 Data	ODCA-Calculated FY17 Data Based on Information Provided by OSSE
Number of children	1388	1,566	1,567	1,571
Average children per month	777	895	837	861
Average hours provided per month	5546	6,661	4,826	4,906
Average hours per child per month	7.14	7.42	5.76	5.70

OSSE provided data to calculate services hour per child for FYs 2015 to 2017. ODCA recalculated and confirmed this information for FYs 2015 to 2016. ODCA found only minor differences between the data OSSE provided for FY 2017 as indicated in the last two columns of the Figure 8 above.

It is important to have a realistic estimate of service cost per child and number of service hours because they provide a good basis for sound budget planning and decision making for the program.

Recommendation 2

OSSE should formulate and document a process to accurately determine the average cost per child and the average number of service hours per child.

Question 6: Have children served by DC EIP experienced any reduction in services rendered as a result of funding challenges over the past five years?

OSSE's Assistant Superintendent states that the provision of early intervention services to children has not been affected by funding challenges over the past few years. In the past three years, the D.C. Council has approved additional funding to the DC EIP and this may have alleviated any gaps in the program's funding requirements. In FYs 2015 and 2016, there were reprogrammings of $2.2 million and $2.3 million to the DC EIP, respectively. In FY 2017 the D.C. Council approved increasing the DC EIP budget by approximately $2.3 million dollars through the regular budget process to provide required Maintenance of Effort funds (as required by terms of federal grants).

Our review of the impact of funding challenges on the provision of early intervention services was also inconclusive given ongoing activities and initiatives that may have affected the provision of services to infants and toddlers. These activities and initiatives include implementation of the primary service provider model, which could tend to be a more cost-effective method of providing early intervention services.

31. In the absence of actual data reference points and given that OSSE's calculations were based on various estimates made in each cost category we reviewed individual invoices because SOAR reports do not show categories of EIS like direct services, evaluation and assessment, service coordination, and child find services. Further, since invoices represent only non-personnel expenditures, we generated another report to derive the personnel expenditures, then added the two expenditures together to derive the totals for FY 2016 which was the basis of OSSE's calculation. We derived $15,600 average cost per child vs. OSSE's $19,000.

The cost of providing early intervention services to eligible children is measured in terms of the number of service hours or units, generally in 15-minute segments. ODCA reviewed data from FYs 2015 to 2017 provided by OSSE and compared the DC EIP budget against the number of service units or hours, as well as the number of children in the program in each fiscal year. Figure 9 below presents a summary of our analysis.

Figure 9: DC EIP Budget, Expenditures and Number of Service Hours, FYs 2015-2017

Fiscal Year	FY15	FY16	FY17
Revised Budget (in 000s)	$17,879	$8,311	$15,921
Expenditures (in 000s)	$14,963	$16,231	$13,557
Child Level Service Data			
Number of children	1,388*	1,566**	1,571*
Average children per month	777*	895**	861*
Average hours provided per month	5,546*	6,661**	4,906*
Average hours per child per month	7.14*	7.42**	5.7*

**Data was derived by ODCA based on information from OSSE's database.*

***Data was provided by OSSE and confirmed by ODCA.*

ODCA's review of FY 2015 to 2017 data was inconclusive because, as shown in the above table, an increase in the program budget was followed by a decrease in the number of service hours provided to children, and a decrease in the program budget showed the opposite outcome. When the program budget decreased in FY 2016 from the FY 2015 level, the number of average hours provided per month increased from 5,546 hours in FY 2015 to 6,661 hours in FY 2016. However, they declined from 6,661 to 4,906 hours when the budget increased from FY 2016 to FY2017, respectively. The average hours of service per child per month also increased from FY 2015 to FY 2016 from 7.14 to 7.42 hours and decreased from 7.42 to 5.70 hours from FY 2016 to FY 2017.

In the case of the number of children served by DC EIP, the same pattern occurred. The number of children served increased from 1,388 in FY 2015 to 1,566 in FY 2016 when the budget decreased. However, the number of children served was almost flat from FY 2016 to FY 2017.

We also compared the number of service hours and the number of children served against DC EIP reported expenditures and found a positive relationship between the two (See Figure 9 above). When expenditures increased from approximately $14.96 million in FY 2015 to $16.23 million in FY 2016, the number of average service hours provided per month increased from 5,546 to 6,661 hours. When expenditures decreased from approximately $16.23 million in FY 2016 to $13.55 million in FY 2017, the number of service hours decreased from 6,661 in FY 2016 to 4,906 in FY 2017. The same trend is true in average number of service hours provided per child per month during those years.

According to OSSE, in FY 2017 they began to implement a primary service provider model. OSSE staff members explained that the number of service hours may have declined in FY 2017, in spite of the increase in budget, due to the agency's programmatic focus on natural learning environment practices of having one primary service provider who works directly with a family and consults with and receives support and coaching from other team members in the program. OSSE further indicated that the primary service provider model has one focal point for service provision and it benefits from inter-team consultations and sharing of information and strategies.

Another reason provided by OSSE staff regarding the unusual trend was the transition to a new data system and migration of data in October 2016; the change may have affected the integrity of some data points making reported information unreliable.

Recommendation 3

OSSE should continue the enhancement of the new data system to ensure data integrity and report reliability, particularly in the number of children who receive services and the number of service hours provided. OSSE should also monitor the impact brought about by any changes in funding to the number of service hours and participants of the program.

Question 7: Is D.C.'s payment/rate schedule reasonable for the services provided in comparison to similar and surrounding jurisdictions?

Finding: The District's payment rates for early intervention services provided to DC EIP participants are comparable to surrounding jurisdictions. We compared rates for the District with Maryland (MD), Virginia (VA), Pennsylvania (PA), and North Carolina (NC).

Figures 10 and 11 below illustrate the comparison of payment rates for the provision of key early intervention services. The rates indicated in Figure 11 are based upon a 15-minute unit of service.

Figure 10: Comparison of Rates for Key Early Intervention Services in D.C. MD, VA, PA, and NC

	State	District of Columbia	Maryland	Virginia	Pennsylvania	North Carolina
	Source	D.C. Municipal Regulations and D.C. Register	Maryland Department of Health	Infant and Toddler Connection of Virginia (VA Dept. of Behavioral Health and Developmental Services)	Pennsylvania Office of Child Development and Early Learning	North Carolina Division of Medical Assistance
Rates by Service Unit (15 min.)	Audiology	$37.50	$46.80	$37.50	$40.94	$37.80
	Initial Assessment for Service Planning (IFSP)	$37.50	NA*	$37.50	NA**	NA**
	Physical Therapy	$37.50	$29.03	$37.50	$31.76	$22.90
	Occupational Therapy	$37.50	$30.56	$37.50	$31.76	$24.10
	Speech-Language Therapy	$37.50	$63.99	$37.50	$31.76	$66.89

**The MD Initial Assessment for Service Planning (IFSP) was not comparable with the District. MD had a flat rate of $500 per child per initial IFSP.*

***Initial Assessment and Service Planning Rates were not available for PA and NC.*

Figure 11: Comparative Analysis of Medicaid Rates Between D.C., MD, VA, PA and NC.

% of District Fee	Maryland	Virginia	Pennsylvania	North Carolina
Audiology	125%	100%	109%	101%
Assessment for Service Planning	NA*	100%	NA**	NA**
Physical Therapy	77%	100%	85%	61%
Occupational Therapy	81%	100%	85%	64%
Speech-Language Therapy	85%	100%	85%	178%
AVG Percent	92%	100%	91%	101%
Difference	8%	0%	9%	1%

**The MD Initial Assessment for Service Planning (IFSP) was not comparable with the District. MD had a flat rate of $500 per child per initial IFSP.*

***Initial Assessment and Service Planning Rates were not available for PA and NC.*

Figure 11 shows that:

- VA's rate structure is identical to the District's.
- MD rates are within 8 percent of the District's.
- NC's rates on average are at par with the District rates.
- PA's rates are 9 percent below the District's.

Question 8: What is the contracting and procurement process for DC EIP and are the program's practices compliant with D.C. and federal law?

The contracting and procurement process starts with the identification of a need and the submission of a requisition through the District's Procurement Automated Support System (PASS). The program supervisor must approve the requisition and a budget analyst must approve the encumbrance of funds. A purchase order is then created and the vendor places their order. The vendor then delivers the goods or services and submits an invoice for payment. After receiving the goods and approving the invoice the vendor is then paid. DC EIP's contracting and procurement practices are generally compliant with DC and federal law but there are areas that could be improved.

Finding: Vendor performed work that was not consistent with the scope of work stated in the contract.

Child Find vendor contracts outline requirements, including a detailed Scope of Work, Reporting Requirements and Deliverables, and serve as the basis for monitoring early intervention services provided to identify DC EIP children and their families.

Our review identified one Child Find vendor who did not perform core Child Find services as outlined in the contract Scope of Work, such as conducting outreach and identification activities, providing developmental screenings, and distributing materials to targeted communities. We found that this vendor performed administrative duties and her workstation was at the DC EIP office. These duties included answering incoming calls on the Child Find hotline, data entry, and providing coverage for other DC EIP staff including the receptionist.

Child Find is an integral tool of DC EIP and serves as the primary means for identification and referral of children eligible for early intervention services. If funds allocated for the Child Find service are used for other purposes, that

effectively reduces the overall outreach and could reduce the number of eligible children who are identified, referred, and ultimately able to take advantage of the early intervention services provided by the District.

Recommendation 4

OSSE should review the current contracts with Child Find vendors and ensure that work performed against the contracts fulfills the requirements for Child Find services.

Finding: Agreements and contract modifications were missing signatures and key requirements.

The District has Blanket Purchase Agreements (BPA) and Human Care Agreements (HCA) with Service Providers and Child Find vendors that outline the specific services to be provided, as well as reporting requirements. Our review of Blanket Purchase Agreements, Human Care Agreements, and Contract Modification documents for Child Find vendors and Service Providers in effect for FY 2016 and FY 2017 for the DC EIP revealed instances where signatures were missing, fields were left blank, and required clauses were omitted.

In addition, there were language inconsistencies between agreements for the provision of essentially the same services. For example:

- We reviewed 49 contract modifications that included Child Find and Service Provider agreements. The modifications evidenced exercising option years and the District's formal agreement with the vendors. All of the documents were bilateral agreements and forms used by OCP requiring signatures of both the vendor and the Office of Contracting and Procurement. Ten modification documents (20%) were missing a vendor's signature.
- We reviewed 37 Service Provider Human Care Agreements and documented that the field for the vendor's name in section 1.1 was left blank 21 times (57%). We further found that the requirement to conduct an exit evaluation was missing in 7 instances (19%), the requirement to establish a comprehensive system of personnel development was missing in 16 instances (43%), and the requirement to establish a system for compiling and reporting data was missing in 14 instances (38%).
- In our review of the six Child Find agreements we found no written requirement to: conduct trainings for childcare, home visits, or community outreach (2 agreements), or report unusual incidents (2 agreements). These are all requirements of IDEA Public Law 108-446.

In the creation of the agreements, OSSE initially provided OCP with information for the Scope of Work, and then OCP was responsible for completing and finalizing the agreements, including standard contract language as well as DC EIP requirements. Our review of executed agreements revealed inconsistencies and omissions as noted above. In the absence of fully executed (signed) agreement documents and agreements that list all requirements the District cannot effectively monitor delivery of early intervention services to eligible children.

Recommendation 5

OSSE and OCP should continue to work collaboratively through documented bi-weekly meetings and ensure that all contracts (Blanket Purchase Agreements, Human Care Agreements, and contract modifications) are fully executed with signatures and requirements and are compliant with applicable policies, laws and regulations.

Question 9: Is the invoice verification billing process and Medicaid billing process used by OSSE for DC EIP compliant with D.C and federal law?

OSSE's invoice verification billing process is generally compliant with federal and D.C. laws but there is a need to strengthen internal controls. The Medicaid billing process is non-existent and should be put in place.

Invoice Verification Billing Process

We identified the following internal control weaknesses in the DC EIP invoicing verification billing processes.

Finding: OSSE lacks adequate controls for its invoice review and approval processes that could result in paying contractors for undelivered services.

OSSE contracts with a number of vendors to provide DC EIP direct services, evaluation services, dedicated service coordination, and Child Find services. Prior to payment for services under these contracts, OSSE's DC EIP Finance and Billing policies require that providers submit invoices with supporting documentation to DC EIP for payment. Invoices are to be submitted by the 10th of each month.

DC EIP staff are to review provider invoices and supporting documentation before they are processed for payment. After payment, DC EIP staff log payment data into OSSE's Running Budget and Payments Tracker (tracker). Information in the tracker includes total and remaining balances of a purchase order issued to each provider. The tracker is also to include data on invoices received and paid for by type of service provided by each specific vendor, including Child Find.

Child Find vendors are required to submit a monthly report with their invoices, documenting their work for the preceding month. Their reports are intended to serve as comprehensive documentation of the provider's work completed during each reporting period, including number of activities performed, number of materials distributed, number of screenings performed, number of children referred to OSSE for further services, and collaborative agreements established to enhance Child Find activities.

In addition, the monthly reports can be utilized by agency staff to determine a vendor's level of compliance with service provision and contract requirements. Payment of monthly invoices submitted by Child Find vendors is based on "invoices with supporting source documentation" according to language in the Reporting Requirements section of their contracts.

DC EIP staff stated that during their review of invoices they refer to providers' contracts and where applicable, the child's Individual Family Service Plan (IFSP) to ensure that services being billed are in accordance with the stated terms of the vendor contract. We found, however, that OSSE had no written standard operating procedures for these reviews. We found there was no documented evidence of this review, nor communication of results of the review to the second level invoice reviewer (Contract Administrator and Program Director) prior to approval of invoice payment.

We tested and reviewed a sample of 60 out of the population of 1,357 (4.4%) invoices submitted by DC EIP vendors during FYs 2016 and 2017. We found during this period DC EIP used 68 separate vendors and our sample included 39 (57%) of these vendors. These vendors provide direct services, dedicated service coordination, and evaluation services. We found that supporting documentation for nine of 60 invoices did not accurately support the amounts in the invoices which were subsequently paid for their original values.

We also tested all 65 of the Child Find invoices submitted during FY 2016 and FY 2017. Of that 65 Child Find invoices, 63 of them were not accompanied by a required monthly report. In addition to not enforcing the requirement to

submit a monthly report we found that OSSE had no documentation to accurately support that Child Find activities were performed or that OSSE was actively monitoring contract performance. Due to the lack of monthly reports, we were also unable to determine whether Child Find services were delivered equitably across all wards of the city to identify eligible children.

It should be noted that OSSE developed a reporting template in August of 2017—the DC EIP Child Find Monthly Data Report—in response to the recurring absence of vendor monthly reports, and implemented its use beginning in September 2017, at the end of the timeframe covered in this audit.

Two of the remaining 65 monthly reports from our sample were submitted after September 2017 and our review also revealed discrepancies in these two as follows.

- The Connections Therapy, LLC, September 2017 report reflected the same six participants in two separate outreach event categories: *Total Providers That Attended Childcare Center Trainings/Screening Events, and Total Participants Reached at Community Outreach Events*. It should be noted that the number of participants during outreach events does not impact the amount vendors are paid. The vendors' contracts require targeted community outreach, and this represents double-counting the same set of participants, making it appear that the vendor conducted more work than they actually did.
- A sign-in sheet for a different outreach event, CentroNia DC Health Fair on September 16, 2017, was submitted to OSSE as support by two different vendors—Connections Therapy, LLC and Mary's Center—along with their monthly reports. The entire headcount of the same 10 participants was reflected on the September 2017 monthly report for both vendor, which means that these participants were likely double-counted.

Individual Child Find vendors appropriately collaborate at various outreach events and activities. Nevertheless, it is important that the number of activities or number of people reached is not overstated. The absence of standard operating procedures for the review of vendors' work, and no evidence that reviews are being conducted, could both contribute to inaccuracies in payment amounts and could result in payments for services that were not actually delivered.

Recommendation 6

OSSE should develop written policies and procedures for documented invoice review and approval and provide training to relevant staff on those policies and procedures.

Recommendation 7

OSSE should discontinue the practice of authorizing payment for invoices that lack required monthly reports and supporting documentation.

Finding: OSSE did not always pay invoices within 30 days and interest payments were not paid to eligible vendors.

OSSE DC EIP Finance and Billing Policies state that the District of Columbia is to pay invoices within 30 days of submission unless the invoice is submitted beyond the due date or the invoice has been revised and resubmitted. The District of Columbia Government Quick Payment Act of 1984[32] (QPA) also requires that the D.C. government make timely payments to its suppliers, within 30 calendar days of receipt of a proper invoice (excluding holidays); otherwise interest penalty on amounts due to vendors shall apply.

Similarly, D.C. regulations specifically require the payment date for goods and services as the 30th day after the receipt of a proper invoice by the designated payment officer.[33] The regulations further require that a business

32. District of Columbia Quick Payment Act of 1984, D.C. Law 5-164, effective March 15, 1985, as amended, D.C. Code §§ 2-221.01 to 2-221.06.
33. DCMR § 1-1707.2(c).

concern shall be entitled to receive an interest penalty payment automatically if specific conditions are met (and if payment is not made on or before the end of the 15th calendar day after the payment date.[34, 35]

We reviewed a sample of 60 invoices and found that 25 or 42% of them were paid past the 30th day after their receipt. Payment delays ranged from three to 79 days. Five of the 25 or 8% of the 60 payments were delayed for 45 days or more, making the vendor eligible to receive an interest penalty payment. We found that no interest payments were made for these five late payments and there were no indications in supporting documentation that these five invoices were revised or returned to vendors for correction.

According to OSSE staff, payment delays occurred due to the DC EIP's multi-level invoice review and payment approval processes. The invoice process starts with service providers sending their invoices to DC EIP by the 10th of each month. Each invoice is then logged and submitted to the Early Intervention Specialist for review. The specialist ascertains compliance of billed services with contractual and Individual Family Service Plan (IFSP)[36] requirements. After the specialist's review, it is submitted to the Contract Administrator and also to the DC EIP Program Officer for review for allowable expenditures and approval for payment. The invoice is then submitted to OSSE's Assistant Superintendent or the Director of Operations and Grants Management for final approval. Once approved, the invoice is conveyed to the OCFO Accounts Payable Office for payment.

The internal transmittal delays between DC EIP signatories and the accounts payable department in the Office of the Chief Financial Officer also contributed to the delay in the payment process. Such delays can contribute to vendors' lack of confidence in OSSE's ability to meet financial obligations on time and cause a negative financial impact on their businesses, potentially impeding their ability to continue to do business with the District. It can also hamper DC EIP's ability to provide quality early intervention services due to inability to retain qualified service providers. According to OSSE, in March 2018 (outside the scope of this review), OCFO started assessing and paying interest penalties for valid invoices paid beyond the 45-day period.

Recommendation 8

OSSE should review its payment processing process and identify areas for improvement to expedite the process and ensure that vendors are paid within 30 days as stipulated in OSSE policies and procedures.

Finding: Accruals based on prior year spending estimates were booked in a manner not fully consistent with the Office of the Chief Financial Officer policies and procedures.

OCFO financial policies and procedures state that, "The value of goods and services actually or constructively received prior to the end of the fiscal period but not paid for by the end of the period represents a valid liability, and therefore an accrual must be established, regardless of the availability of budget authority. An agency enters an accrual when the amount to be paid is recorded in the system, but the payment is not expected to be made until the following fiscal year." The policies further state that, "A liability for goods or services is incurred when it is actually or constructively received. A voucher or accrual entry should not be recorded unless a valid obligation exists. The availability of funds should only be reserved for payment of expenses incurred within the availability period."

OCFO policies go on to state that liabilities should be based upon the best available information such as an invoice, if received, or a reasonable estimate. If an estimate is used to determine the amount of a liability, a detailed description of the estimation methodology used must be prepared and made available to the Office of Financial Operations and Systems, upon request.

34. DCMR §§ 1-1709.1(d)(3).
35. DCMR § 1- 1710.1 and 1710.2 further states that interest shall be calculated at the rate of one percent (1%) per month and interest shall be computed from the day after the required payment through the actual payment date.
36. An Individual Family Service Plan (IFSP) is a plan for special services for young children with developmental delays. An IFSP only applies to children from birth to three years of age.

In FYs 2016 and 2017, OSSE booked year-end accruals of $.5 million and $1.2 million, respectively, in anticipation of year-end expenditures. According to OSSE's Agency Fiscal Officer, OSSE booked these accruals to cover additional anticipated year-end expenditures based on prior year spending. This accrual was made without the support of a valid liability to be paid. The Agency Fiscal Officer could not however provide a detailed description of the estimation methodology used to make the accruals.

The entry in SOAR indicated "Record Unrecorded Payables Not Obligated" with OSSE indicated as the vendor. Although the improper entries were later reversed, this was not a fully compliant use of use of accruals because it gave the appearance of an already existing and valid obligation, increasing the value of DC EIP liabilities that were not based on a written estimation methodology, as required.

Recommendation 9

OCFO and OSSE should work to ensure compliance with policies and procedures regarding booking of year-end accruals and obligations, that includes documentation of a detailed description of the methodology used for estimating accruals as required by OCFO-OFOS policies and procedures.

Medicaid Billing Process

The Medicaid billing process used by OSSE for DC EIP is compliant with the District and federal law. The program provides early intervention services at zero cost to participating families, and in cases when a participant has no insurance, or is covered by private insurance, DC EIP is also the payor of services. These are in accordance with the provision of the 34 Code of Federal Regulations (CFR) 303.521, which identified early intervention functions that must be carried out at public expense by a state and for which no fees may be charged to parents. CFR 303.520 also stated that the state may not use the private insurance of a parent of an infant or toddler with a disability to pay for Part C services unless the parent provides parental consent.

According to the federal "Individuals with Disabilities Education Improvement Act of 2004" (Public Law 108-446), a statewide system to provide early intervention services for children with disabilities and their families shall include, among other things, a procedure for securing timely reimbursement of funds. This provision is embodied in the D.C. Municipal Regulation (DCMR) Title 5 Section 5-A3112, which states that the lead agency, in this case OSSE, shall utilize public insurance, such as Medicaid to the maximum extent possible. DHCF is tasked with the timely reimbursement for services provided in accordance with Part C services.

While the District has been providing early intervention services at zero cost to participants, other surrounding jurisdictions are doing the same but some with modified arrangements. We made a comparison of the payments and reimbursement arrangements for surrounding jurisdictions and found that:

- DC, MD, and PA provide early intervention services at zero cost to all families, even those with private insurance. As mentioned earlier, DCEIP pays for eligible participants with no insurance or those with private insurance. Per OSSE's *Policies for Implementing Part C of the IDE*A, under section Funding Sources: "The District does not access private insurance or implement family fees. All early intervention services are provided at no cost to families."
- VA and NC provide some early intervention services at no cost to families, but they may also bill private insurance and Medicaid for reimbursement.
- NC also has a cost-sharing arrangement with families in case they do not have private insurance or Medicaid.

Each state can establish its own Medicaid provider payment rates within federal guidelines. These rates are updated based on specific trending factors, such as the Medicare Economic Index or a Medicaid-specific trend factors that use a state-determined inflation adjustment rate.

In the District, there is D.C. Medicaid. There are two plans that a Medicaid eligible person can participate in:

- Managed Care Organization (MCO)
- Fee-for-Service Plan[37]

When a Medicaid eligible DC EIP participant is covered by an MCO, the participant's MCO health plan authorizes and pays for early intervention services. When a Medicaid eligible DC EIP participant has a Fee-for-Service Plan, DC EIP services are currently paid for by DC EIP because OSSE has not implemented the process of billing DHCF for Medicaid reimbursement.

We reviewed data provided by OSSE for FY 2016 and identified, as presented in Figure 12, that early intervention services were provided to 114 children enrolled in a Medicaid Managed Care Organization (MCO) Fee-for-Service Plan (FFS), for which the District did not seek reimbursement.

Figure 12: Children Enrolled in Fee-for-Service Plan

	Number of Children Served	Percentage of Total Children Served
Fee-For Service	114	7%
DCEIP	764	49%
MCO	688	44%
Total	1,566	100%

While the percentage of FFS is small at 7% (percentage of the total that includes MCO-eligible kids) or 13% (percentage of the total excluding MCO-eligible participants), non-reimbursement of FFS participants is costing the District funds that could otherwise be saved or funneled into the program. The cost of these services could be reimbursed by D.C. Medicaid but the logistics for the reimbursement process have not been finalized between DHCF and OSSE and in the meantime DC EIP bears the cost.

We found that the initiative to collect Medicaid reimbursements has been included in OSSE's FY 2014-FY2016 Performance Accountability Plans but it has not come to fruition due to absence of pertinent system infrastructures and identifiable service codes that would enable OSSE to bill Medicaid for the costs of early intervention services provided to all Medicaid-eligible children.

According to OSSE and DHCF, setting up a Medicaid reimbursement process is multifaceted and requires interface among parties like DHCF, contractors, DC EIP, and OSSE's Medicaid Recovery Unit. Further, before the process can be established and implemented, regulations need to be amended in accordance with Medicaid reimbursement requirements for early intervention services.

In the revised Fiscal Impact Statement (FIS) for the Enhanced Special Education Services Act of 2014,[38] dated October 6, 2014, the Office of Revenue Analysis (ORA):

"Projected that during the first full year the new eligibility standards are in place (FY2018), the number of infants and toddlers receiving early intervention services will increase by about 1,200. This projection is based on 7 percent of this

37. Fee-for-Service Plans are limited to eligible children in foster care.
38. In 2014, the Council passed legislation, that became effective July 1, 2018, that further expanded the eligibility threshold to allow children with a 25% delay in a single developmental area to be provided with DC EIP services.

age group being newly eligible for services each year,[39] which reflects Maryland's experience with the same eligibility as those in the legislation.[40]"

The FIS went on to say:

"OSSE currently spends about $18,800 per child for each year of early intervention services and it costs $10,500 per year to serve Medicaid-eligible children.[41] Though OSSE believes about 60% of its early intervention population is Medicaid-eligible, it currently does not receive Medicaid reimbursements for these children and pays the full $18,800 for every child it serves.[42] OSSE hopes to eventually receive Medicaid reimbursements for early intervention services, which could cut its costs by as much as half."

According to OSSE, they started working closely with DHCF in FY 2017 to facilitate setting up Medical claim application and reimbursement processes. On February 26, 2018, DHCF informed OSSE of the changes made on Medicaid procedure codes and fee schedules to ensure compliance with the American Medical Association and Healthcare Common Procedure Coding System administered by the Centers for Medicare and Medicaid Services.

During the period of our review, OSSE and DHCF further stated that the Administrative Services Organization (ASO) and OSSE's Medicaid Recovery Unit teams were working to prepare Medicaid service files for full production claim testing. According to OSSE, they aimed to begin monthly submissions of Medicaid claims for early intervention services to DHCF by the start of FY 2019. In a November 6, 2018 response to our draft report (and attached herein), DHCF indicated that "the Medicaid reimbursement procedure, which is applicable to fee-for-service beneficiaries, has been implemented and that submission and adjudication of claims for Early Intervention Services commenced in May of 2018.

We attempted to determine how this reimbursement process might affect the DC EIP and any local fund cost savings. We found that the cost of providing early intervention services, based on insurance coverage categories cannot be determined.

The U.S. Government Accountability Office (GAO) recommends that an agency produce "reliable estimates of costs and resources" incorporating several practices, including basing budget estimates on reasonable assumptions about factors affecting program costs or budgetary resources.

We further found that OSSE has no systems in place to currently track the cost of providing early intervention services, based on insurance coverage categories (children with no insurance, children covered by private insurance or MCO fee-for-service). The lack of such vital information that comprises total cost of providing early intervention services impairs DC EIP's ability to make full sound decisions concerning the program's budget and cost management. The District may also be unaware of the benefits that might be derived by adopting the practices of other jurisdictions, maximizing other sources of funds and allowing a reduction in the amount of local dollars used for DC EIP.

Recommendation 10

OSSE should continue its collaboration with DHCF to ensure that procedures are in place for the timely submission of Medicaid claims for reimbursement. The agency should also examine the possibility of exploring additional sources of funding for the program.

Recommendation 11

While not statutorily mandated, OSSE should develop a system to determine the cost of providing early intervention services, based on insurance coverage categories (children with no insurance, children covered by private insurance, or children covered by MCO fee-for-service).

39. ORA's analysis assumed that 30 percent of children receiving services each year exit the system, either because they become too old for early intervention services or because they no longer require treatment.
40. The source for this data was the Children's Law Center. OSSE expected that the percent of newly eligible children to be closer to 5% under the new eligibility requirements, so ORS's estimates were conservative.
41. OSSE indicated in the FIS that cost per child could potentially be lower if OSSE could reduce its cost per child to be closer to that of other jurisdictions.In the Fiscal Impact Statement for the FY 2019 Budget Support Act of 2018 dated March 21, 2018, OSSE indicated that they have made changes to the EIS program model in the last two years that has resulted in a reduction of the cost per child and the overall projected costs.
42. Children who are part of a managed-care-contract do receive reimbursement, but OSSE could sometimes be forced to pay for the services delivered for those children if the federal requirements are not met.

Question 10: Has D.C. realized any benefits via cost savings or otherwise as a result of expanded eligibility for DC EIP?

We were unable to determine if the expansion of children's eligibility to qualify for DC EIP has translated into tangible cost savings for the District. However, there are gains that are supported by different studies on providing early intervention services.

Early intervention services are designed to meet the developmental needs of an infant or toddler (zero to three years of age) and the needs of the family to assist in the children's development in any one or more areas including physical, cognitive, communication, social or emotional, and adaptive development.

Expanded eligibility means increasing the opportunity for these children with developmental delays to qualify for participation in DC EIP. Because of this eligibility expansion, the number of potential program participants and consequently the corresponding program costs are expected to increase.

Identifying and quantifying cost savings to DC EIP that arise from expanded eligibility is a daunting task. Cost savings are reductions in cost hence we need to compare the program cost of implementing expanded eligibility against the cost or value of the benefits that accrue to infants and toddlers and their families as a result of being eligible and receiving early intervention services. To make this comparison, we would have to identify the impact on the program cost each time a new eligibility expansion was put into effect, as well as quantify results or gains such as:

- Reductions in special education.
- Reductions in remedial classes.
- Reductions in grade retention.
- Enhanced academic achievement.
- Enhanced social behavior.

While we cannot quantify and isolate specific costs and gains from expanded eligibility, we were able to measure the change in the number of participants in DC EIP during the time when eligibility expansions took place.

Figure 13 below shows an increasing number of infants and toddlers in the program between Fiscal Years 2012 through 2017. The number of children in the program increased by 236% from 467 to 1,571 children between FY 2012 and FY 2017 and the average number of children per month increased by 11% from 777 to 861 children from FY 2015 to FY 2017.

Figure 13: Number of DC EIP Participants FY12 to FY17

Child Level Service Data	FY12 Actual (Annual Performance Accountability Reports)	FY13 Actual Annual Performance Accountability Reports	FY14 Annual Performance Accountability Reports	FY15	FY16	FY17
Number of children	467	482	510	1,388	1,565	1,571
Average children per month	NA*	NA*	NA*	777	895	861

**There is no available reliable data for FY 2012-FY2014.* *Source: FY 2015-2017 data provided by OSSE and verified by ODCA.*

We cannot ascertain if the expanded eligibility prompted the positive trend or if it generated cost savings to the District. One thing is clear however: DC EIP has increasingly provided much-needed intervention services to a vulnerable segment of population in need of special attention and support.

James Heckman, a Nobel Memorial Prize winner in economics and an expert in the economics of human development, is a proponent of investment in quality early childhood development for disadvantaged children, stating that: "the highest rate of return in early childhood development comes from investing as early as possible, from birth through age five, in disadvantaged families. Starting at age three or four is too little too late, as it fails to recognize that skills beget skills in a complementary and dynamic way. Efforts should focus on the first years for the greatest efficiency and effectiveness. The best investment is in quality early childhood development from birth to five for disadvantaged children and their families."

A post in New America[43] cites a report from the National Center for Analysis of Longitudinal Data in Education Research[44] that highlights childhood programs in North Carolina that decreased third grade special education placements through early intervention. The report states that "third grade enrollment in special education is a critical benchmark, because transitions out of special education decrease dramatically after third grade" and "it also marks a turning point for students' future education trajectory." The report shows "that there are adverse outcomes associated with special education placements in third grade, including a widening deficit in reading ability, higher likelihood of involvement with the criminal justice system, lower academic performance, and a higher chance of missing important benchmarks such as high school completion, postsecondary education, employment, and earnings…and that students who receive special education services in the earliest years of their education and then successfully transition out of these services continue to see intellectual and academic gains across their development."

An article from Issues for Michigan Children[45] states that "the potential long-term savings inherent in Early On (DC EIP's counterpart in Michigan) can be estimated by looking at savings to the state for the avoidance of special education, making the case that providing early intervention will result in children no longer needing special education, or needing few services with less frequency or intensity once in school."

Bill 20-724 or the "Enhanced Special Education Services Act of 2014" further expands eligibility for early intervention services to include infants and toddlers that demonstrate a 25% delay in at least one developmental area.[46] In her testimony, HyeSook Chung, the executive director of DC Action for Children, stated "that early response is critical to reduce the need for more intensive services once the student reaches school age; and that the legislation would ensure that all money saved from reduced enrollment in non-publics is reinvested in particular special education categories."

RAND Corporation, a nonprofit organization, echoes this sentiment in a study that found "early childhood intervention programs have been shown to yield benefits in academic achievement, behavior, educational progression and attainment, delinquency and crime, and labor market success, among other domains."[47]

DC Early Intervention Survey Results

To facilitate gathering feedback from DC Early Intervention Program (DC EIP) participants and professionals who work with children and make referrals, we administered several different surveys. The survey questions were crafted to collect information related to:

- How participation in the DC EIP made a difference in the lives of children and their families.
- What the DC EIP is doing well.
- What the DC EIP could do better.

43. "How Early Education Can Reduce Special Education Placements," by Kaycie Gillette-Mallard, July 17, 2015. https://www.newamerica.org/education-policy/edcentral/reducing-special-education-placements-through-early-education/
44. "Impact of North Carolina's Early Childhood Initiatives on Special Education Placements in Third Grade," by Clara Muschkin, Helen Ladd, and Kenneth Dodge. Feb. 2015. https://caldercenter.org/sites/default/files/WP%20121.pdf
45. "Early on Michigan Funding Creates Inequity in Services and Limits Cost Savings," from Issues for Michigan's Children, March 2017.
46. "Report on Bill 20-724, the Enhanced Special Education Services Act of 2014," Council of the District of Columbia Committee on Education Committee Report, July 10, 2014.
47. "Proven Benefits of Early Childhood Interventions," by Lynn A. Karoly, M. Rebecca Kilburn, Jill Cannon. 2005.http://www.rand.org/pubs/research_briefs/RB9145.html

Program Participants

Surveys were sent to a random sample of 80 families (representing 3% of program participants from FY 2016 and FY 2017), and responses were received from 24 families. It should be noted that some respondents did not answer all survey questions.

- Pool of respondents included 17 current participants and 7 previous participants.
- Respondents represented all eight wards of the city.
- 79% of respondents (19 of 24) said the DC EIP made a difference for their children.
- Over 91% of respondents stated that they were very or somewhat familiar with the DC EIP, and their sources of information included program posters/flyers, pediatricians and staff, childcare providers and hospital staff.
- Respondents indicated that their child had been referred by their pediatrician's office (58%).
- Over 78% of respondents indicated that their initial family meeting with DC EIP was scheduled and conducted within four weeks, and 78% stated that their child began to receive services from a therapist within four weeks after the initial meeting.
- 82% of respondents (20 of 24) said that the DC EIP met their expectations, based on the Individualized Family Service Plan developed during the initial meeting.

Childcare Centers

Surveys were sent to more than 260 childcare centers in the District, targeting directors, administrators and staff, and responses were received from 95 childcare centers. It should be noted that some respondents did not answer all survey questions.

- Pool of 95 respondents included 58 directors, 15 child care providers, and 9 office staff.
- Respondents represented childcare centers operating in all eight wards of the city.
- 78% of respondents (42 of 54) said the DC EIP made a difference for the children they work with.
- Over 93% of respondents stated that they were very or somewhat familiar with early intervention services for infants and toddlers offered by the District of Columbia.
- 59% of respondents (54 of 91) stated that they have referred children to the DC EIP for evaluation based on potential developmental delays.

Pediatric Offices

Surveys were sent to 55 pediatric offices, targeting pediatricians, nurses and office staff who serve D.C. residents, and responses were received from eight 8 pediatric offices. It should be noted that some respondents did not answer all survey questions.

- Pool of respondents included 4 pediatricians, 3 administrators, and 1 director.
- Respondents represented businesses located in five wards of the city (Wards 1, 2, 5, 6 and 8).
- 33% of respondents (2 of 6) said the DC EIP made a difference for the children they work with.
- Over 87% of respondents stated that they were very or somewhat familiar with early intervention services for infants and toddlers offered by the District of Columbia.
- 75% of respondents stated that they have referred children to the DC EIP for evaluation based on potential developmental delays.

What is the DC Early Intervention Program doing well? Some of the verbatim responses included:

From participating families:
"Their willingness to make a difference."
"They make me feel like my son is always their top priority."
"Therapist is flexible and bilingual"

From pediatricians:
"Like their outreach; contact and interaction; doesn't leave parents feeling lost."
"Written feedback to providers."

From childcare providers:
"Providing detailed explanations of screenings/evaluations and eligibility."
"Direct delivery of services."
"Quick sensitive replies to parents"
"Fast scheduling of appointments for evaluations."

What could the DC Early Intervention Program do better? Some of the verbatim responses included:

"Keep participants informed."
"Outreach."
"More frequent visits."

Conclusion

This review sought to provide a better explanation to the Council of the District of Columbia and the public on the methodology used by OSSE to develop the budget for the District's Early Intervention Program (DC EIP) as well as OSSE's fiscal management and oversight of the various contractors used to support the program. The Council's concern about OSSE's budget practices and fiscal management of the program was well-founded given that for most of the scope of our review OSSE could provide no written methodology for developing the DC EIP budget.

It is imperative for an agency to have a documented, forward-looking budget that is based on quality data and reliable assumptions. A budget based solely on the past year's expenditures, as we found during our review, does not take into account changing financial climates or population in the District and does not help provide OSSE with an accurate financial plan to fully achieve the goals of the DC EIP Program. This lack of accurate information also hampers the D.C. Council in its monitoring and oversight of the program. An effectively functioning program, correctly budgeted, should not have to rely on reprogrammings, as was the case in FY 2015 and FY 2016.

We are pleased to note that during our extended review process OSSE has reported making significant strides in developing a written methodology for the DC EIP program budget. OSSE has also reported that current changes in the DC EIP leadership, service delivery model, financial procedures, and data system enhancements will help better achieve the goals of the DC EIP.

We also note that effective May 2018, in fulfillment of a longstanding performance objective included in OSSE's FY 2014 Performance Accountability Plan, OSSE and DHCF reported that they have established a system for the submission of reimbursement claims for the cost of early intervention services and OSSE had received the first Medicaid reimbursement in September 2018. This is an important feat in that these reimbursements will cover some of the cost previously borne by the District.

Close collaboration and open communication between OSSE, DHCF, OCP, the OCFO, and ODCA contributed to productive review, beneficial discussions, and the exchange of information. The comments from the agencies, which have been most cooperative, responsive, and accommodating, indicate general concurrence with ODCA's findings and recommendations.

Agency Comments

On September 28, 2018, we sent a draft copy of this report to OSSE for review and written comments. OSSE responded with written comments on October 31, 2018. On October 16, 2018, ODCA also sent a draft copy of this report to OCP and DHCF for review and written comments. DHCF responded with written comments on November 6, 1018. OSSE's and DHCF's comments are appended in full to this report followed by ODCA's response to specific comments on this report.

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

October 31, 2018

VIA ELECTRONIC MAIL ONLY

Ms. Kathleen Patterson
District of Columbia Auditor
Office of the District of Columbia Auditor
717 14th Street, Northwest
Suite 900
Washington DC 20005

Re: Draft Report entitled, "The Office of the State Superintendent of Education Lacks an Effective Methodology for Developing the DC Early Intervention Program Budget".

Dear Ms. Patterson:

This correspondence serves as the Office of the State Superintendent of Education's (OSSE) response to the Office of the District of Columbia Auditor (ODCA) draft report, *The Office of the State Superintendent of Education Lacks an Effective Methodology for Developing the DC Early Intervention Program Budget* (Draft Report), dated September 28, 2018.

As the lead agency for the Individuals with Disabilities Education Act (IDEA), Part C, OSSE sets high expectations, provides resources and support, and exercises accountability to ensure a statewide, comprehensive, coordinated, multidisciplinary, interagency system that provides high quality early intervention services to infants and toddlers with developmental delays and disabilities and their families. As the single point of entry for infants and toddlers with suspected developmental delays and disabilities from birth through two, OSSE's Strong Start DC Early Intervention Program (DC EIP) identifies and evaluates infants and toddlers with suspected developmental delays and provides high quality, age appropriate early intervention services for eligible children and their families. Families whose infants and toddlers are eligible for early intervention are entitled to receive all services listed in a child's Individualized Family Services Plan (IFSP); this plan is created in partnership with the family, the evaluation team, and the DC EIP service coordinator. Examples of early intervention services delivered by DC EIP include occupational, physical and speech/language therapy, developmental therapy, Applied Behavior Analysis (ABA), play groups, and vision and hearing services.

In recognition of the importance of early childhood development for the future success of children, the District of Columbia expanded eligibility criteria for DC EIP three times in the past five years. Infants and toddlers with a 25 percent delay in two or more developmental areas became eligible for early intervention in July 2013, whereas, before, only those with a 50 percent delay in one of five developmental areas were eligible. Then, in July 2014, the District implemented the Extended IFSP which provides families in DC EIP with the option to receive IFSP services from age three to the first day of school following the child's 4th birthday if the child has a current IFSP and is determined eligible for

preschool special education and related services.[1] Finally, the July 2018 expansion of program eligibility brought the District into alignment with neighboring jurisdictions, including Maryland, Virginia and Pennsylvania[2] – all of whom serve children with delays of 25 percent or greater in one of the five developmental areas.

OSSE recognizes how vitally important it is for children to receive interventions early. We recognize that addressing concerns as early as possible yields the best outcomes for school readiness. Many children who exhibit a 25 percent delay in one area of development have a minimal delay. Frequently, these children are able to catch up with their same-age peers given appropriate supports and interventions. Therefore, to ensure the District was prepared for the expected increase in the number of children and families eligible for and served by the program, beginning in FY16, OSSE reviewed the efficacy of our service delivery and closely examined our business processes, operating procedures and infrastructure.

As OSSE was conducting this internal review, OSSE was contacted by ODCA to conduct an audit of DC EIP between fiscal years 2016 to 2017. The objectives of the audit were two fold (1) to determine if the process used by OSSE to develop the DC EIP budget adequately supports DC EIP's mission and financial requirements and is formally documented, and (2) to respond to the questions posed by Councilmember Grosso in a letter to ODCA dated August 19, 2016. OSSE first met with the ODCA audit team on May 1, 2017 for the entrance conference. Over the last year and a half, OSSE has thoroughly engaged with the ODCA staff, attending meetings and interviews, providing detailed responses to ODCA questions and submitting all requested documentation.[3]

OSSE appreciates ODCA's review and audit of DC EIP as we continue to improve our current efforts and consider future actions necessary to further strengthen DC EIP. Since fiscal year 2016, and throughout the audit review period, OSSE has made significant changes to the program model, staff, practices and procedures, as described in detail below. OSSE believes that these changes have considerably addressed the eight (8) findings presented in the Draft Report and demonstrate OSSE's progress in implementing many of the Draft Report's eleven (11) recommendations.

III. OSSE's Responses to Recommendations

[1] 5-A DCMR § 3110

[2] State policies reported by the Early Childhood Technical Assistance Center; data current as of March 2015.

[3] During the audit period, DC EIP complied with numerous requests for documentation which included but is not limited to the following: (1) A list of all of the laws and regulations related to the Strong Start DC Early Intervention Program during fiscal years 2015 to 2017; (2) Strong Start DC EIP Finance and Billing; (3) Extended IFSP Option for Children Age 3 to Age 4 Policies and Procedures, dated April 15, 2014; (4) IDEA Part C System of General Supervision Manual, dated August 29, 2014; (5) Annual State Grant Application under Part C of the Individuals with Disabilities Education Act, Federal Fiscal Years (FFY) 2015, 2016 and 2017; (6) Policies for Implementing Part C of the Individuals with Disabilities Education Act, April 2014; (7) FFYs 2015, 2016 and 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR); (8) MOA between DHCF and OSSE for Implementation of DHCF's Managed Care Organization (DCHFP and CASSIP) Contracts, October 2016; (9) Amendment to MOA between DHCF and OSSE for Implementation of DHCF's MCO Contracts, April 2017; (10) MOU between DOH and OSSE; (11) MOA between OSSE and Early Head Start Grantees; (12) OSSE Early Childhood Transition Guidelines; (13) Families Have Rights: DC IDEA Part C Procedural Safeguards for Families, June 2013; (14) Paying for Early Intervention Services: DC EIP System of Payment Policy; (15) Contracts with Child Find vendors in FY15, FY16, and FY17; (16) Contracts with Service Coordinators in FY15 and FY16; and (17) budget detail for FY15, FY16, and FY17.

OSSE has carefully reviewed and considered the eleven (11) recommendations contained in the draft report and have provided our specific responses to each recommendation below:

Recommendation 1:
OSSE should develop a written budget methodology for the program, follow it in a transparent fashion, and provide documentation to the D.C. Council and the public.

OSSE's Response:
Agree. OSSE has made great progress toward the full implementation of this recommendation. OSSE recognizes that having a written budget methodology is a key component of promoting high-quality services and optimal child and family outcomes. However, a traditional methodology for identifying total system costs by reviewing audited financial statements will not apply to the District's early intervention system because of the diverse service delivery. Accordingly, with information gained through participation in a U.S. Department of Education, Office of Special Education Programs (OSEP), Fiscal Cohort Technical Assistance opportunity, OSSE has worked diligently to develop a dynamic tool that includes all the variables, elements and assumptions, including a methodology for estimating the number of children and units delivered based on eligibility change, referral and service trends. This tool can be adapted for changes in policy or practice and the projected numbers of children to be served, etc.

OSSE has already used the written methodology to develop the FY19 budget for DC EIP and to ensure FY18 budget DC EIP was sufficient to serve the increase in eligible children beginning in July 2018. The development of the FY19 budget DC EIP was based on an analysis of program level data from FY2015-2018. The FY19 budget includes the following cost drivers:

- Direct Service Costs
    - Evaluations/Assessments
    - Units of service delivered, by service type
    - Service Coordination: Salaries for service coordinators and service coordination supervisors at an average caseload of 40 families per service coordinator.
    - Individual Family Service Plans (IFSP)
        - Based on the estimated number of evaluation to be conducted in FY19 and a 70 percent ratio of children being eligible, Strong Start projected the number of initial IFSPs to be conducted.
        - For ongoing IFSPs, it is assumed that a child will have one six month and one annual review. Based on the projections of the average number of children receiving services per month, Strong Start projected the IFSPs meetings to be held in FY19.
        - The cost for each IFSP meeting is $150 and Strong Start pays for all IFSPs.
- Infrastructure costs
    - Child Find: Contract for Child Find activities;
    - Comprehensive System of Personnel Development (CSPD): Contracts for CSPD providers;
    - Data System: Enhancements, support and maintenance of the Strong Start Child and Family Data System (SSCFDS)
- Administrative costs

- State Admin: to support the salaries for the Part C Special Assistant and Supervisory Coordinator for Special Education;
- Local Admin: to support the salaries of DC EIP staff and the service coordinators that were converted from contractors

Furthermore, OSSE has been transparent about the FY19 budgeting process and shared this information with Council. In OSSE's FY19 Budget Oversight Responses, OSSE described how the agency projected the average number of new eligible children to be an additional 180 children to receive early intervention services each month, and how OSSE determined the average cost per child in FY19.[4]

Recommendation 2:
OSSE should formulate and document a process to accurately determine the average cost per child and the average number of service hours per child.

OSSE's Response:
Agree. In fact, OSSE has already fully implemented this recommendation. To accurately determine the average cost of services per child for FY19, OSSE analyzed the average costs per child and the average number of service hours for FY17 for direct services, ongoing evaluations and assessments, Individualized Family Service Plans (IFSPs) and service coordination:

- **Direct Services:** The average cost of providing direct services to each child is $864.75 per month. With a projected increase of 180 additional children served per month, the total monthly cost is $155,655 and the total annual cost is $1,867,860. However, of the children served by DC Early Intervention, approximately 47 percent are served through DC's Medicaid Managed Care Organizations (MCOs). Therefore, only 53 percent of the costs for direct services are paid by OSSE, which amounts to $989,966. Additionally, a small percentage (seven percent) of the children served by DC EIP are enrolled in fee-for-service Medicaid and these costs are eligible for Medicaid reimbursement, but in order to maintain a conservative cost projection, OSSE is not including those reimbursements in this analysis.
- **Ongoing Evaluations and Assessments:** The annual cost of ongoing evaluations is estimated to be $1,080 per child, which amounts to a total increase of $194,400. These costs are also eligible for reimbursements, but in order to maintain a conservative cost projection, we are not including those reimbursements in this analysis.
- **Ongoing Individualized Family Service Plans:** The annual cost of ongoing IFSPs is $600 per year. With an additional 180 students, the total increase would be $108,000.
- **Service Coordination:** OSSE has 27 service coordinators who can carry a caseload of 50-60 families. Therefore, there will be no additional costs for service coordination in FY18 or FY19.

Recommendation 3:
OSSE should continue the enhancement of the new data system to ensure data integrity and report reliability, particularly in the number of children who receive services and the number of service hours

[4] Question 11 of OSSE's Responses to Fiscal Year 2019 Budget Oversight Questions, dated April 13, 2018. Available here: https://osse.dc.gov/page/fiscal-year-2019-budget-oversight-responses-and-supporting-data.

provided. OSSE should also monitor the impact brought about by any changes in funding to the number of service hours and program participants.

OSSE's Response:

Agree. OSSE has made great progress toward the full implementation of the first part of the recommendation regarding the continued enhancement of the Strong Start Child and Family Data System. The new IDEA Part C case management system, Strong Start Child and Family Data System (SSCFDS), was deployed on Oct. 1, 2016. This included migrating data from the previous system into a more robust relational database with enhanced functionality. Enhancements include improved data field checks and restrictions, a transparent user and provider directory, and improved linkages to other data systems. Linked data systems include the child development facility licensing system and the DC master address repository. All active DC EIP providers have access to the system and enhancements continue to be made in response to user feedback and to improve its overall functionality. During FY17, OSSE worked to further build out SSCFDS's functionality related to Medicaid claiming, data reporting and service monitoring. Additionally, the Strong Start Child and Family Data System will allow OSSE to track and monitor qualified early intervention therapists by service type and languages spoken. Finally, OSSE agrees with the part of the recommendation that OSSE should monitor the impact brought about any changes in funding to the number of service hours and program participants. OSSE has already fully implemented this recommendation and therefore it is no longer applicable as the SSCFDS has always had the capability to track service hours by child.

Recommendation 4:
We recommend that OSSE review the current contract with this vendor and ensure that work performed against the contract fulfills the requirements for Child Find services.

OSSE's Response:

Agree. In fact, OSSE has already fully implemented this recommendation. The ODCA draft report examined OSSE's Child Find contract and found that the vendor performed work that was not consistent with the scope of work stated in the contract (*see* Finding 3), and as a result recommends that OSSE review the current contract with this vendor. This recommendation is no longer applicable because OSSE did not renew this Child Find contract for FY19.

Recommendation 5:
We recommend that OSSE and OCP create and document a process to ensure all documents are fully executed with signatures and that all requirements are included, including Blanket Purchase Agreements, Human Care Agreements, and contract modifications.

OSSE's Response:

Agree in part. The ODCA draft report found that agreements and contract modifications were missing signatures and key requirements (Finding 4). OSSE agrees in part with this recommendation because OSSE works closely with the Office of Contracting and Procurement (OCP) to ensure all contracts are compliant with D.C. law. OSSE initiated bi-weekly meetings with the Contracting Officer and Contracting Specialist in Sept. 2017 to ensure all contracts are

being processed in a timely manner and executed in alignment with OCP policies and procedures, and in accordance with all applicable laws and regulations. OSSE disagrees in part with this recommendation because we believe the recommendation should be directed toward both OSSE and OCP, as presented below.

Amend Recommendation 5 to reads as follows: *We recommend that OSSE and OCP continue to work collaboratively to ensure all contracts are compliant with applicable polices, regulations and laws.*

Recommendation 6:
OSSE should develop written policies and procedures for invoice review and approval and provide training to relevant staff on those policies and procedures.

OSSE's Response:
Agree. In fact, OSSE has already fully implemented this recommendation. On May 22, 2017, OSSE submitted the Finance and Billing Procedures manual, effective May 1, 2017 to ODCA. OSSE also discussed this specific document with ODCA. OSSE also developed an internal DCEIP Billing Invoice Review Audit Procedure manual in May 2017 which they discussed with ODCA.

In addition to the written policies and procedures, OSSE made the following significant enhancements to our data system to ensure proper and complete invoice review and approval:

- Provider Profile includes National Provider Identification, Licenses, Certificates and other supporting documentation. In the provider profile agencies can now submit requests for new users and track any missing information.
- Allows supervisors to review and cosign intervention notes, when applicable.
- Prohibits services from being added if an IFSP record has not been entered.
- All the fields that are required in the intervention log are marked as required to ensure notes are complete before saving. System requires the interventionist to enter their name and credentials as a way of "signing" the intervention log and acknowledgement of a billable note.
- Developed a submission process so interventionists have to click "Submit" in order to mark a note complete and billable. Once it is submitted it cannot be modified by the interventionist unless the note is denied and resubmitted.
- Modified the invoicing procedure and now agencies have to submit a detailed invoice per child per visit. Once it is submitted SS billing staff will need to click "Verify" in the SSCFDS. Only those verified claims will be paid.
- By the end of January the system will automatically generate claims to be submitted to Medicaid directly from SSCFDS.

Recommendation 7:
OSSE should discontinue the practice of authorizing payment for invoices that lack required monthly reports and supporting documentation.

OSSE's Response:
Agree. In fact, OSSE has already fully implemented this recommendation and does not approve any invoices that lack required reports and documentation. The DC EIP Internal Provider Invoice Review and Audit Process manual lays out written procedures to ensure that payments are only

authorized for proper and complete invoices. Additionally, as described above, OSSE has made significant enhancements to the data system aimed at improving reporting, documentation and billing.

Recommendation 8:
DC EIP should review its payment processing process and identify areas for improvement to expedite the process and ensure that vendors are paid within 30 days as stipulated in OSSE policies and procedures.

OSSE's Response:
Agree. In fact, OSSE has already fully implemented this recommendation. DC EIP developed new procedures for DC EIP billing personnel to receive and process invoices and a tracking tool for invoice processing to ensure invoices are processed in a timely manner.

Recommendation 9:
OSSE should discontinue booking accruals based solely on prior year spending patterns and ensure that a valid obligation exists in compliance with OCFO policies and procedures.

OSSE's Response:
Disagree. OSSE disagrees with this recommendation because OSSE works closely with the OCFO and complies with all OCFO policies and procedures regarding year-end accruals. Although this recommendation is specifically directed towards OSSE, OSSE believes that OCFO is the appropriate agency to respond this recommendation.

Amend Recommendation 9 to read as follows: *OCFO and OSSE should continue to work collaboratively to ensure compliance with all OCFO policies and procedures regarding year-end accruals and obligations.*

Recommendation 10:
OSSE should expedite its collaboration with DHCF in establishing a Medicaid reimbursement procedure. The agency should also examine the possibility of exploring additional sources of funding for the program.

OSSE's Response*:*
Agree. Federal regulations requires that since DC EIP is the payor of last resort, it's critical for the OSSE to work closely with all other public entities in the District that are involved with, and responsible for, providing services and supports to infants and toddlers (and their families) in the District. OSSE agrees that collaboration with Department of Health Care Finance (DHCF) in establishing a Medicaid reimbursement procedure is important, however this recommendation is no longer applicable as circumstances have changed since the scope of the ODCA draft report (FY16 and FY17) render the recommendation no longer relevant. OSSE has fully implemented this part of the recommendation. In FY16, DC EIP became a Medicaid provider for fee-for-service children in and subsequently worked with DHCF to establish a system for submitting claims for reimbursement for direct services and evaluation services. DHCF tracks payments and services for children enrolled in Managed Care Medicaid and OSSE received the first Medicaid reimbursement on Sept. 14, 2018 for direct services and evaluation services. OSSE will continue to bill and collect Medicaid funds for children enrolled in fee-for-service Medicaid. Furthermore, OSSE is always exploring the possibility of additional sources of funding for the program. For

example, prior to the expansion of eligibility in June 2018, OSSE worked with agency partners to align and leverage all available funding to address increased program costs, specifically:

- In FY 2016 and FY 2017, OSSE received $200,000 in funding from DOH through its Maternal and Child Health Block Grant to support service coordinating in DC EIP;
- In FY 2016, DC EIP became a Medicaid provider for fee-for-service children; and
- In October 2016 OSSE and DHCF executed a Memorandum of Agreement (MOA) that clearly outlines Medicaid MCOs responsibilities for serving DC EIP children. Nearly 50 percent of DC EIP children belong to one of the four Medicaid MCOs in the District.

Recommendation 11:
While not statutorily mandated, OSSE should develop a system to determine the cost of providing early intervention services, based on insurance coverage categories.

OSSE's Response:

Agree. In fact, OSSE has already fully implemented this recommendation. During the exit meeting, OSSE asked ODCA to clarify what is meant by "the cost of providing early intervention services, based on insurance coverage categories" and ODCA explained they would like to see OSSE track the cost of providing early intervention services to the following groups: children without insurance, children enrolled in MCO, children with private insurance and fee-for-service. OSSE is already tracking this information in the Strong Start Child and Family Data System.

IV. Conclusion

Thank you for the opportunity to respond to the Draft Report. As we have shared with you throughout the audit period and as described above, OSSE has made significant changes to program leadership, staffing structure, program model delivery, financial practices and procedures and data system enhancements. As a result, OSSE has already implemented most of the recommendations presented in the Draft Report. And while, some may argue that the effectiveness of these recent changes cannot be evaluated and tested until sufficient time has elapsed, OSSE finds that the significant impact of these changes is evident. The District continues to receive a determination level of "meets requirements" related to Part C IDEA services from the U.S. Department of Education, the highest rating a state program can receive. Furthermore, DC EIP's provision of services were within the approved budgets for both FY17 and FY18 even with an increase in eligible children participating. Finally, DC EIP's ability to serve an increased number of children as a result of the July 2018 expansion of eligibility, without a request for an increase in funding for either partial implementation during FY18 (July 1-Sept 30) or full implementation in FY19, provides further confirmation that OSSE's improvements were effective.

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OSSE has made progress in ensuring that our goal of providing high-quality services and supports to eligible infants and toddlers and their families in the District is realized. OSSE also recognizes that our continued focus on continuous quality improvement is necessary to support this important and complex work that relies on specialized, coordinated and individualized service delivery. OSSE appreciates the work of ODCA in furthering the District's commitment to ensuring that all children who need early intervention services are able to access high quality services. Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,

Hanseul Kang
State Superintendent
Office of the State Superintendent

CC:
Betsy Cavendish, General Counsel, Executive Office of the Mayor
Paul Kihn, Acting Deputy Mayor of Education
Kevin Donahue, Deputy City Administrator

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GOVERNMENT OF THE DISTRICT OF COLUMBIA
Department of Health Care Finance

Office of the Director

Via Electronic Mail to kathy.patterson@dc.gov

November 6, 2018

Kathleen Patterson
District of Columbia Auditor
Office of the District of Columbia Auditor
717 14th Street, NW – Suite 900
Washington, DC 20005

Dear Ms. Patterson:

The Department of Health Care Finance (DHCF) is in receipt of the Draft Audit Report "The Office of the State Superintendent of Education Lacks an Effective Methodology for Developing the DC early Intervention Program Budget." You requested that DHCF provide comments to Recommendation #10, which states: "OSSE should expedite its collaboration with DHCF in establishing a Medicaid reimbursement procedure. The agency should also examine the possibility of exploring additional sources of funding for the program."

DHCF is pleased to report that the Medicaid reimbursement procedure, which is applicable to fee-for-service beneficiaries, has been implemented. Submission and adjudication of claims for covered Early Intervention services commenced in May of 2018. Recommendation #10 should therefore be deemed as completed.

If you have any further questions, please contact Surobhi Rooney, DHCF Compliance Officer, at (202) 442-5916, or via email at surobhi.rooney@dc.gov.

Sincerely,

Melisa Byrd
Senior Deputy Director/Medicaid Director

OCDA Response to Agency Comments

We greatly appreciate the responses provided by the Office of the State Superintendent of Education (OSSE) and the Department of Health Care Finance (DHCF). We note that OSSE generally agrees with all the audit recommendations. We acknowledge OSSE's report of having implemented most of the audit recommendations and their progress toward full implementation of the remaining recommendations. We will follow up with OSSE on the implementation of all recommendations during our annual recommendation compliance follow-up process.

As suggested by OSSE, in its written response, we made some adjustments in Recommendation #5 to clarify responsibilities and required actions. We also modified our draft finding and recommendation regarding OSSE's accrual processes, incorporating additional information received from the Agency Fiscal Officer for OSSE. We retain, however, the recommendation, with modification, because while the estimated accrual process used by OSSE's AFO may have been allowable under the OCFO-OFOS policies and procedures, it was not carried out in full accordance with the policy because the AFO could not provide a documented detailed description of the methodology used to estimate accruals.

We are also pleased to note, that effective May 2018, in fulfillment of a longstanding performance objective included in OSSE's FY 2014 Performance Accountability Plan, DHCF reported that it has established a system for the submission of reimbursement claims for the cost of early intervention services and reported that OSSE received the first Medicaid reimbursement in September 2018.

We will follow up with OSSE and DHCF on the implementation of all recommendations during our annual recommendation compliance follow-up process.

Summary of Report Recommendations

Most of the recommendations in this report can be implemented without any additional costs to the agencies, have the potential to generate revenue and/or cost savings to the District, and/or help to advance the goals of OSSE, DC EIP, OCP and OCFO, as seen below.

Recommendation	Is there a Cost to the Agency to Implement?	Potential to Generate Revenue or Savings for the District?	Specific Agency or District-Wide Goal Advanced by Recommendation
1. OSSE should develop a written budget methodology for the program, follow it in a transparent fashion, and provide documentation to the D.C. Council and the public.	No	Yes	OSSE FY 2018 Strategic Objective: Create and maintain a highly efficient, transparent and responsive District government.
2. OSSE should formulate and document a process to accurately determine the average cost per child and the average number of service hours per child.	No	Yes	OSSE FY 2018 Strategic Objective: Create and maintain a highly efficient, transparent and responsive District government.
3. OSSE should continue the enhancement of the new data system to ensure data integrity and report reliability, particularly in the number of children who receive services and the number of service hours provided. OSSE should also monitor the impact brought about by any changes in funding to the number of service hours and participants of the program.	Yes	Yes	FY 2018 Proposed Budget and Financial Plan: OSSE has the responsibility for, among other things, ensuring that the state tracks and makes available accurate and reliable data, and assessing meaningful interventions to ensure quality improvements and compliance with state and federal law.
4. OSSE should review the current contracts with Child Find vendors and ensure that work performed against the contracts fulfills the requirements for Child Find services.	No	Yes	OSSE FY 2018 Strategic Objective: Create and maintain a highly efficient, transparent and responsive District government.

Recommendation	Is there a Cost to the Agency to Implement?	Potential to Generate Revenue or Savings for the District?	Specific Agency or District-Wide Goal Advanced by Recommendation
5. OSSE and OCP should continue to work collaboratively through documented bi-weekly meetings and ensure that all contracts (Blanket Purchase Agreements, Human Care Agreements, and contract modifications) are fully executed with signatures and requirements and are compliant with applicable policies, laws and regulations.	No	Yes	OSSE and OCP FY 2018 Strategic Objective: Create and maintain a highly efficient, transparent and responsive District government.
6. OSSE should develop written policies and procedures for documented invoice review and approval and provide training to relevant staff on those policies and procedures.	No	Yes	OSSE FY 2018 Strategic Objective: Create and maintain a highly efficient, transparent and responsive District government.
7. OSSE should discontinue the practice of authorizing payment for invoices that lack required monthly reports and supporting documentation.	No	Yes	OSSE FY 2018 Strategic Objective: Create and maintain a highly efficient, transparent and responsive District government.
8. OSSE should review its payment processing process and identify areas for improvement to expedite the process and ensure that vendors are paid within 30 days as stipulated in OSSE policies and procedures.	No	Yes	OSSE FY 2018 Strategic Objective: Create and maintain a highly efficient, transparent and responsive District government.
9. OCFO and OSSE should work to ensure compliance with policies and procedures regarding booking of year-end accruals and obligations, that includes documentation of a detailed description of the methodology used for estimating accruals as required by OCFO-OFOS policies and procedures.	No	Yes	OSSE FY 2018 Strategic Objective: Create and maintain a highly efficient, transparent and responsive District government. OCFO's Strategic Objectives include improving transparency and quality of information.

Recommendation	Is there a Cost to the Agency to Implement?	Potential to Generate Revenue or Savings for the District?	Specific Agency or District-Wide Goal Advanced by Recommendation
10. OSSE should continue its collaboration with DHCF to ensure that procedures are in place for the timely submission of Medicaid claims for reimbursement. The agency should also examine the possibility of exploring additional sources of funding for the program.	No	Yes	OSSE and DHCF FY 2018 Strategic Objective: Create and maintain a highly efficient, transparent and responsive District government. DHCF FY 2018 Strategic Objective: Deter fraud, waste, and abuse by promoting integrity throughout the Medicaid program.
11. While not statutorily mandated, OSSE should develop a system to determine the cost of providing early intervention services, based on insurance coverage categories (children with no insurance, children covered by private insurance, or children covered by MCO fee-for-service).	No	Yes	OSSE FY 2018 Strategic Objective: Create and maintain a highly efficient, transparent and responsive District government.

Appendix A

COUNCIL OF THE DISTRICT OF COLUMBIA
THE JOHN A. WILSON BUILDING
1350 PENNSYLVANIA AVENUE, NW
WASHINGTON, D.C. 20004

DAVID GROSSO
Councilmember At-Large
Chair, Committee on Education

Committee Member
Finance and Revenue
Health and Human Services

August 19, 2016

Kathy Patterson, D.C. Auditor
Office of the District of Columbia Auditor
717 14th Street, NW
Washington, DC 20005

Dear Ms. Patterson,

I am writing regarding concerns with D.C.'s early intervention program. The federal Individuals with Disabilities Education Act ("IDEA") Part C, otherwise known as Early Intervention, provides services to infants and toddlers with disabilities and developmental delays from birth to age three. Research on early intervention programs shows they produce long-lasting and substantial gains in outcomes, such as reducing the need for special education placement and preventing grade retention. The Office the State Superintendent for Education ("OSSE") is the lead agency responsible for coordinating the evaluation and service delivery for DC's Early Intervention program ("DC EIP"), which has expanded considerably over the years. Before July 2013, infants and toddlers had to demonstrate a 50% delay in at least one development area to qualify for early intervention. Recognizing that infants and toddlers would be better served if interventions started even earlier, in July 2013, eligibility was expanded to include infants and toddlers who demonstrated a 25% delay in two or more developmental areas. Eligibility was expanded again in July 2014 to three-year old children who already receive early intervention services, and whose families want to postpone public school enrollment until the next school year. In 2009, approximately 300 children were receiving services through DC EIP, and to date, there are over 1300 children being served.

I believe early intervention can truly make a difference in the lives of children and families in need; however, I am concerned about the budgeting practices and fiscal management of the program. For the past three fiscal years, and perhaps for longer, DC EIP has operated with a deficit. In FY2015, the budget pressure was approximately $3.4 million. In April of this year, OSSE informed the Council that the budget pressure for FY2016 was already at $2.3 million. During the FY2017 budget discussions, I publicly questioned OSSE about the budget for DC EIP upon realizing that the requested FY2017 funding amount for the program was less than what had already been expended in FY2016, although the number of children served continues to increase. OSSE stated they budgeted for FY2017 using DC EIP's FY2015 expenditures because it was the most recent completed fiscal year. That method of budgeting seemed

illogical and at odds with the federal maintenance of effort requirement. Sensing that DC EIP was not appropriately funded, the Council added an additional $2.3 million to the program for FY2017.

For years, DC EIP has been sustained through budget reprogrammings, the unpredictability of which some advocates have argued impacts DC's ability to recruit and retain high-quality service providers who are not confident they will be paid appropriately and timely. Under the Enhanced Special Education Services Amendment Act of 2014, effective March 20, 2015, eligibility is supposed to expand again to include all children with the 25% delay in at least one developmental area beginning July 2017, if funding is available. Unfortunately, I do not believe that OSSE is on the right trajectory to implement this provision given its current budget practices and fiscal management of the program. Therefore, I request that your office conduct an audit of DC's Early Invention Program. Specifically, I would like your office to address the following questions:

1. For FY2011-2017, what methodology was used to develop D.C.'s Part C budget?
2. What is DC EIP's approved budget and actual expenditures for the past five fiscal years?
3. How does the program estimate annually the number of children to be served, and how does this number inform budgeting for DC EIP?
4. What, if any, policy or procedural issues such as eligibility definition or credentialing have impacted the budget for DC EIP since 2009?
5. What is the average cost per child and the average number of hours of service per child?
6. Have children served by DC EIP experienced any reduction in services rendered as a result of funding challenges over the past five years?
7. Is D.C.'s payment schedule reasonable for the services provided in comparison to similar and surrounding jurisdictions?
8. What is the contracting and procurement process for DC EIP and are the program's practices compliant with D.C. and federal law?
9. Is the invoice verification billing process and Medicaid billing process used by OSSE for DC EIP compliant with D.C. and federal law?
10. Has D.C. realized any benefits via cost savings or otherwise as a result of expanded eligibility for DC EIP?

I appreciate your assistance in investigating this matter. Early intervention services are too important for there to be this uncertainty in funding year after year.

Sincerely,

David Grosso
Chairperson, Committee on Education

Cc: Phil Mendelson, Chairman of the Council of the District of Columbia

About ODCA

The mission of the Office of the District of Columbia Auditor (ODCA) is to support the Council of the District of Columbia by making sound recommendations that improve the effectiveness, efficiency, and accountability of the District government.

To fulfill our mission, we conduct performance audits, non-audit reviews, and revenue certifications. The residents of the District of Columbia are one of our primary customers and we strive to keep the residents of the District of Columbia informed on how their government is operating and how their tax money is being spent.

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Office of the District of Columbia Auditor

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GOVERNMENT OF THE DISTRICT OF COLUMBIA
Office of the Chief Financial Officer

Office of Integrity and Oversight

February 10, 2020

Hanseul Kang, Superintendent of Education
Office of the State Superintendent of Education
1050 First Street, NE,
Washington, DC 20002

Deloras Shepherd, Education Cluster Associate Chief Financial Officer
1200 First Street, NE, Eleventh Floor
Washington, DC 20002

Dear Ms. Kang and Ms. Shepherd,

On October 2, 2019, our office issued the Independent Auditor's report of the Audit of the Office of the State Superintendent of Education (OSSE)'s, Office of Public Charter School Financing and Support (OPCSFS) Direct Loan and Credit Enhancement Fund (DLCEF) Revenue and Expenditure Report for the fiscal year ended September 30, 2018. During our audit, we observed internal control deficiencies in financial data maintenance, preparation and reporting that require management attention.

OIO provided four (4) observations and six (6) recommendations to improve the Office of Public Charter School Financing and Support (OPCSFS) Direct Loan and Credit Enhancement Fund (DLCEF) internal controls and operating efficiencies. Accordingly, this communication is not intended to be and should not be used for any other purpose.

In their November 4, 2019 response, OSSE/OPCSFS and OSSE/OCFO concurred with five of the recommendations and partially concurred with one recommendation. The planned corrective actions for Recommendations 1, 2, and 5 were responsive and met the intent of the recommendation. For Recommendations 3, 4, and 6; we will determine if the deficiencies identified were resolved in our FY 2019 audit. The full text of OSSE/OPCSFS and OCFO management's responses are included as Appendix 1 to this report.

Should you have any questions, please call me at (202) 442-6433, or Tisha Edwards, Director, Internal Audit at (202) 442-6446.

Sincerely,

Timothy Barry, Executive Director
Office of Integrity and Oversight

Attachment

cc: Jeff DeWitt, Chief Financial Officer, D.C. Government
Angell Jacobs, Deputy Chief Financial Officer and Chief of Staff, OCFO
Marshelle Richardson, Chief Risk Officer, OCFO
Ronda Kardash, Director, Office of Public Charter School Financing and Support, OSSE
Paris Saunders, Agency Fiscal Officer, OCFO/OSSE

OIO

Office of Integrity & Oversight

Government of the District of Columbia, Office of the Chief Financial Officer

February 10, 2020

MANAGEMENT OBSERVATIONS FOR THE OFFICE OF PUBLIC CHARTER SCHOOL FINANCING AND SUPPORT (OPCSFS) DIRECT LOAN AND CREDIT ENHANCEMENT FUND (DLCEF) REVENUE AND EXPENDITURE REPORT FOR THE FISCAL YEAR ENDED SEPTEMBER 30, 2018

Internal Controls Over Financial Data Maintenance, Preparation and Reporting Needs Improvement

As part of our audit, we obtained an understanding of the Direct Loan and Credit Enhancement Fund (DLCEF) financial reporting framework, and revised accounting policies and procedures. We reviewed the Direct Loans and Credit Enhancements issued during FY 2018. We reviewed the journal entries input into the System of Accounting and Reporting (SOAR) by OSSE to record the direct loan and credit enhancement activities throughout the fiscal year. We also obtained and reviewed the FY 2018 DLCEF's detailed Trial Balance, Revenue and Expenditure Report and related notes, and supporting documentation for the Direct Loan and Credit Enhancement Fund. In addition, we obtained and reviewed PORTFOL (Direct Loan and Credit Enhancement Sub-Ledger) reports and schedules as well as Board Committee Meeting Minutes for the Direct Loans and Credit Enhancements issued in FY 2018. During our audit, we noted inconsistencies in the recordation of loan payments in the DLCEF subsidiary ledger, internal control deficiencies in the recordation of general ledger journal entries, preparation of Trial Balance and reporting for the DLCEF FY 2018 Statement of Revenue and Expenditure that requires management attention. Specifically, we noted the following:

Observation 1: Improper Revenue Recognition

During our audit we found the following unadjusted revenue over/under misstatements:

Table 1: FY 2018 Unadjusted Revenue Misstatements

Description of the Journal Entries	Amount
Revenue Overstatement - Overpayment of principal from a charter school that was refunded in FY 2019. The original loan was paid-off in FY2017.	$22,500.00
Revenue Overstatement - A quarterly loan principal and interest payment were paid in advance but recognized as a FY 2018 revenue.	$23,312.90
Revenue Understatement - Loan principal and interest due from an educational institution due on FY 2018 but not recognized as revenue. Revenue was recognized in FY 2019 when payments were received.	($78,846.42)
Net FY 2018 Revenue Understatement	($33,033.52)

Created by OIO

Because the DLCEF net FY 2018 revenue misstatement is approximately 2.0% of the FY 2018 net deficit, it was deemed immaterial; therefore, it did not change our audit opinion that the FY 2018 DLCEF Statement of Revenue and Expenditure is fairly stated.

Compliance with the revenue recognition principle was also brought to OSSE/OCFO's management attention in FY 2017. Therefore, it is imperative for OSSE/OCFO management to ensure that improper revenue recognition does not occur in FY 2019 as non-compliance could have an adverse impact.

Recommendation:

We recommend that the Associate Chief Financial Officer (ACFO), OSSE:

1. Apply proper Generally Accepted Accounting Principles (GAAP) accounting practices of revenue recognition to ensure revenues are recognized in the proper period.

MANAGEMENT'S RESPONSE AND OIO COMMENTS

Management's Response (Recommendation 1):

OCFO management concurred with the recommendation and will continue to apply Generally Accepted Accounting Principles (GAAP) accounting practices to ensure revenue is recognized in the proper period.

OIO Comments:

OCFO management's planned corrective action is responsive and meets the intent of the recommendation.

Observation 2: **Internal Control Deficiencies in the Recordation of General Ledger Journal Entries:**

During our review of the 37 approved revenues journal entries for direct loans and credit enhancement transactions (100% of the FY 2018 population), we noted inconsistencies in the supporting documentation attached to these entries.

The OCFO policies and procedures state that supporting documentation should be attached to the journal entry by the Accountant (preparer) and reviewed by the Accounting Officer (approver); however, it does not list the specific documentation that must be consistently provided. Based on our review of the journal entries, we noted inconsistencies in the documentation attached. The detail of inconsistencies are as follows:

Table 2: Results from the Review of Revenue Journal Entries

Exceptions	Number of Exceptions	Error Rate Percentage
Missing the Confirmation Form for Delivery of Checks	7	19%
Confirmation Form for Delivery of Checks was not signed by the Receiving Staff from OCFO	4	11%
Missing SOAR printouts of recorded transactions	2	5%

Created by OIO

We also noted that the journal entries were approved despite the above inconsistencies.

Recommendation: We recommend that the Associate Chief Financial Officer (ACFO), OSSE:

2. Update the DLCEF accounting policy and procedures to specifically outline the documentation that must be attached to journal entries and develop a journal entry supporting documentation checklist to ensure that journal entries are recorded, reviewed and approved for proper supporting documentation before they are finalized.

MANAGEMENT'S RESPONSE AND OIO COMMENTS

Management's Response (Recommendation 2):

OCFO management concurred with the recommendation. Management will update DLCEF accounting policies and procedures to include a checklist of required supporting documentation

for revenue journal entries.

OIO Comments:

OCFO management's planned corrective action is responsive and meets the intent of the recommendation.

Observation 3: **Inconsistent Recording of New Loans Issues in the Subsidiary Ledger (PORTFOL)**

During FY 2018, DLCEF issued five (5) loans to charter schools in the District. For these new issuances, the Fund charged a one-time loan origination fee of one percent of the face value of the loan. Per PORTFOL's (a third-party loan accounting software) Operating Procedures Manual – the origination fee should be reflected on the settlement fee section of the ledger (as a memorandum, and not as a payment) when the new loan is established.

During the audit, we noted that the origination fees for four (4) of the five (5) new loans were properly recorded as a memorandum in PORTFOL. However, in one instance, a charter school that received a $2,000,000 loan, requested the loan origination fee of $20,000 be deducted from the face value of the loan when the funds were wired. The Program Analyst incorrectly recorded this loan origination fee as a reduction of the face value of the loan instead of as a memorandum. As a result, the subsidiary ledger was understated by $20,000 which ultimately caused a $20,000 difference between the subsidiary ledger and the general ledger at year end.

Recommendations:

We recommend that the Superintendent of the Office of the State of Superintendent of Education (OSSE) direct the OPCSFS program staff to:

3. Record in the DLCEF subsidiary ledger (PORTFOL) the new loan face value and loan origination fee on a consistent basis as outlined in the PORTFOL Operating Procedures Manual.

4. Establish and maintain a monthly procedure to reconcile (i.e., changes in long-term receivables) the sub-ledger account (PORTFOL) with the general ledger to ensure direct loan and credit enhancement receivables are accounted for accurately.

MANAGEMENT'S RESPONSE AND OIO COMMENTS

Management's Response (Recommendation 3):

Management concurred with the recommendation as a best practice. Management stated appropriate policies are in place and they will continue to record the new loan face value and

loan origination fee on a consistent basis as outlined in the PORTFOL Operating Procedures Manual.

OIO Comments:

OSSE management acknowledges the recommendation is a best practice and will continue recording as outlined in the PORTFOL Operating Procedures. We will verify compliance with the PORTFOL Operating Procedures in our FY 2019 audit.

Management's Response (Recommendation 4):

OSSE/OPCSFS management partially concurred with the recommendation. OSSE has an established procedure in which OSSE/OPCSFS staff submits documentation to OCFO from PORTFOL. OCFO reconciles the documentation with SOAR and calls a meeting if any inconsistencies are found. Proper adjustments are then made to ensure direct loan and credit enhancement receivables are accounted accurately. OCFO staff will also use read-only access to PORTFOL to review and verify all loan activity and information that is entered into PORTFOL and will review this information on a monthly basis and make the appropriate adjustments in SOAR.

OIO Comments:

OSSE/OPCSFS believes the reconciliation process is already established. OIO will verify reconciliations are completed in our FY 2019 audit.

Management's Response (Recommendation 6):

OSSE/OPCSFS management concurred with the recommendation and acknowledged that the anomalies found exist. Management stated they have appropriate policies in place and will continue to record the payment information correctly in PORTFOL.

OIO Comments:

OSSE/OPCSFS believes the policies are already in place. OIO will verify compliance with the procedures for payment recordation in our FY 2019 audit.

APPENDIX 1 **OCFO EDUCATION CLUSTER AND OSSE OPCSFS MANAGEMENT RESPONSE**

GOVERNMENT OF THE DISTRICT OF COLUMBIA
OFFICE OF THE CHIEF FINANCIAL OFFICER *supporting the*
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

MEMORANDUM

TO: Timothy Barry
Executive Director
Office of Integrity and Oversight

FROM: Hanseul Kang
State Superintendent
Office of the State Superintendent of Education

Deloras Shepherd
Associate Chief Financial Officer
Education Cluster

DATE: November 4, 2019

SUBJECT: Responses to the Management Observations for The Office of Public Charter School Financing and Support's Direct Loan and Credit Enhancement Fund (DLCEF)

OSSE and OCFO has reviewed the observations and recommendations presented in the Management Observations for The Office of Public Charter School Financing and Support's Direct Loan and Credit Enhancement Fund issued on October 9, 2019 related to the Direct Loan and Credit Enhancement Audit conducted by OIO for FY2018.

As noted in the responses, OSSE and OCFO recognizes the importance of the observations and recommendations which require the attention of management related to the review, recordation and reconciliation of the DLCEF transactions.

Attached are the detailed responses to the observations and recommendations presented in the Management Observations for The Office of Public Charter School Financing and Support's Direct Loan and Credit Enhancement Fund issued on October 7, 2019.

1050 First Street NE, Washington, D.C. 20002
Phone: (202) 727-6436 * Fax: (202) 727-2019

APPENDIX 1 OCFO EDUCATION CLUSTER AND OSSE OPCSFS MANAGEMENT RESPONSE

[OCFO OPCSFS DL/CE FUND AUDIT MANAGEMENT RESPONSES] November 4, 2019

Improper Revenue Recognition

OIO Observation 1:

During our audit, we found the following unadjusted revenue over/under misstatements:

Table 1: FY2018 Unadjusted Revenue Misstatements

Description of the Journal Entries	Amount
Revenue Overstatement -Overpayment of principal from a charter school that was refunded in FY 2019. The original loan was paid off in 2017	$ 22,500.00
Revenue Overstatement -A quarterly loan principal and interest payment were paid in advance but recognized as a FY 2018 revenue.	$ 23,312.90
Revenue Understatement -Loan principal and interest due from an educational institution due on FY 2018 but not recognized as revenue. Revenue was recognized in FY 2019 when payments were received.	$ (78,846.42)
Net FY 2018 Revenue Understatement	$ (33,033.52)

Because the DLCEF net FY2018 revenue misstatement is approximately 2.0% of the FY2018 net deficit, it was determined immaterial; therefore it did not change our audit opinion that the FY2018 DLCEF Statement of Revenues and Expenditures is fairly stated.

Compliance with the revenue recognition principle was brought to OSSE/OCFO's management attention in FY2017. Therefore, it is imperative for OSSE/OCFO management to ensure that improper revenue recognition does not occur in FY2019 as non-compliance could have an adverse impact.

Recommendation:

1. **Apply proper Generally Accepted Accounting Principles (GAAP) accounting practices of revenue recognition to ensure revenues are recognized in the proper period.**

Management Response:

Management thanks OIO for conducting this FY2018 audit review.

- Management agrees with the misstatement of the revenue overstatement of $22,500. The loan was satisfied. The payment should not have been accepted, voided and returned to the school.
- Management also acknowledges the $23,312.90 revenue overstatement for a payment that was made prior to the loan amortization scheduled due date.
- Management also acknowledges the $78,846.42 revenue understatement for payment received after amortization schedule due date and when the revenue was recognized.

- Management will continue to apply Generally Accepted Accounting Principles (GAAP) accounting practices to ensure revenue is recognized in the proper period.

Internal Control Deficiencies in the Recordation of General Ledger Journal Entries

OIO Observation 2:

During our review of the 37 approved revenue journal entries for direct loans and credit enhancement transactions (100% of the FY2018 population), we noted inconsistencies in the supporting documentation attached to these entries.

The OCFO policies and procedures state that supporting documentation should be attached to the journal entry by the Accountant (preparer) and reviewed by the Accounting Officer (approver); however, it does not list the specific documentation that must me consistently provided. Based on our review of the journal entries, we noted inconsistencies in the documentation attached. The detail of inconsistencies are as follows:

Exceptions	Number of Exceptions	Error Rate Percentage
Missing the Confirmation Form for Delivery of Checks	7	19%
Confirmation Form for Delivery of Checks was not signed by the Receiving Staff from OCFO	4	11%
Missing SOAR printouts of recorded transactions	2	5%

Recommendation

We recommend that the Associate Chief Financial Officer (ACFO) OSSE:

Update the DLCEF accounting policy and procedures to specifically outline the documentation that must be attached to journal entries and develop a journal entry supporting documentation checklist to ensure that journal entries are recorded, reviewed and approved for proper supporting documentation before they are finalized.

Management Response:

Management concurs with OIO's observation regarding consistent documentation. Management will update DLCEF accounting policies and procedures to include a checklist of required supporting documentation for revenue journal entries.

Inconsistent Recording of New Loans Issues in the Subsidiary Ledger (PORTFOL)

OIO Observation 3:

During FY2018, DLCEF issued five (5) loans to charter schools in the District. For these new issuances, the Fund charged a one-time loan origination fee of one percent of the face value of the loan. Per PORTFOL's (a third-party loan accounting software) Operating Procedures Manual – the origination fee should be reflected on the settlement fee section of the ledger (as a memorandum, and not as a payment) when the new loan is established. During the audit, we noted that the origination fees for four (4) of the five (5)

new loans were properly recorded as a memorandum in PORTFOL. However, in one instance, a charter school that received a $2,000,000 loan, requested the loan origination fee of $20,000 be deducted from the face value of the loan when the funds were wired. The Program Analyst incorrectly recorded this loan origination fee as a reduction of the face value of the loan instead of as a memorandum. As a result, the subsidiary ledger was understated by $20,000 which ultimately caused a $20,000 difference between the subsidiary ledger and the general ledger at year end.

Management Response:

Management disagrees with the OIO observation.

1. On or about September 11, 2018, OPCSFS closed on a direct loan to ECA in the amount of $2,000,000.
2. The 1% origination fee of $20,000 was netted out of the total direct loan proceeds for a total disbursement to ECA of $1,980,000, consistent with how all of the other lenders in the transaction netted out loan origination and other lenders' fees. *See attached Flow of Funds and see attached financial projections and accountant's report.* The financial assumptions and projections in this New Markets Tax Credit Transaction had the OPCSFS funds go into ECA's disbursement account and in turn ECA wired $1,538,363 to the ECA Support Corporation and $441,637 to ECA as part of ECA's equity contribution required under the NMTC financing structure.
3. Additionally, the fees and other contributions to the project were netted consistent with the Donation Transfer Agreement between ECA and the ECA Support Corporation to ensure all funds met the federal Treasury definition of a qualified active low income business. *See Donation Transfer Agreement attached.*
4. The OPCSFS direct loan disbursement of $1,980,000 is evidenced by the attached OCFO wire transfer authorization, reflecting the authorization for netting of the loan origination fee.

Given the complexity of NMTC and to ensure the entity (here a Charter School) meets the federal qualifications, the netting of loan and other fees is part and parcel of closing on this type of financing. Additionally, while it is OPCSFS and OCFO's preferred practice (and one that we follow with diligence in most transactions) to disburse the authorized loan amounts and collect fees on the backend, District law does not prohibit the netting of fees prior to disbursement. The loan was recorded in both the general ledger and PORTFOL as a $2,000,000 loan. Within PORTFOL, the fee was attached as a memo, as required, in the section entitled "Settlement Fee." Additional evidence is attached.

Incorrect and/or Inconsistent OPCSFS Submission of Direct Loan and Credit Enhancement Payments

OIO Observation 4:

During our review of the 37 approved revenue journal entries, we noted for seven (7) of the 37 journal entries or 19%, the OPCSFS submitted incorrect payment information to OSSE/OCFO. As a result, interest and service fees were recorded incorrectly in PORTFOL. We also noted one confirmation form for the check delivery was not signed as required by the receiving staff from OPCSFS.

APPENDIX 1 **OCFO EDUCATION CLUSTER AND OSSE OPCSFS MANAGEMENT RESPONSE**

Although the PORTFOL ending balance was properly stated, the incorrect classification of interest and service fees in PORTFOL, could potentially cause the incorrect recordation of interest and service fee revenue in SOAR.

Management Response:

Management disagrees with the first part of the OIO observation. Charter Schools are able to make additional payments and/or pay off the loan early with no penalty. In the event that an additional payment is made to the principle of the loan, PORTFOL software updates the amortization schedule, changing the percent of interest and principle for each payment, but not the amount of the payment owed. The new amortization schedule is shared with OCFO for reconciliation purposes. The seven (7) journal entries noted were based on the updated amortization schedule.

Management agrees that the check delivery form was not signed, and that a lack of a documented checklist and procedure would be beneficial. OSSE intends to review documents currently required for the packet, and consolidate/eliminate duplicate forms. A supporting documentation checklist will be created in conjunction with OCFO to ensure all required and supporting documentation are included in the complete packet.

RECOMMENDATIONS:

3. Record in the DLSEF subsidiary ledger (PORTFOL) the new loan face value and loan origination fee on a consistent basis as outlined in the PORTFOL Operating Procedures Manual.

Management concurs with that this recommendation is a best practice, and acknowledges that the individual anomaly found exists. We have appropriate policies in place and will continue to record the new loan face value and loan origination fee on a consistent basis as outlined in the PORTFOL Operating Procedures Manual.

Timeline: Immediately

4. Establish and maintain a monthly procedure to reconcile (i.e., changes in long-term receivables) the sub-ledger account (PORTFOL) with the general ledger to ensure direct loan and credit enhancement receivables are accounted for accurately.

Management partially concurs with this recommendation. OSSE has an established procedure in which OSSE staff submits documentation to OCFO from PORTFOL. OCFO reconciles the documentation with SOAR and calls a meeting if any inconsistencies are found. Proper adjustments are then made to ensure direct loan and credit enhancement receivables are accounted accurately. OCFO staff will also use read-only access to PORTFOL to review and verify all loan activity and information that is entered into PORTFOL and will review this information on a monthly basis and make the appropriate adjustments in SOAR.

APPENDIX 1 OCFO EDUCATION CLUSTER AND OSSE OPCSFS MANAGEMENT RESPONSE

5. Document DLCEF payment information correctly according to the nature of the transaction before submission to the OSSE/OCFO.

Management concurs with this recommendation. OCFO will review transaction packets to consolidate and eliminate duplication. A checklist will be created for OSSE to ensure that packets are complete and consistent.

6. Record the payment information correctly in the DLCEF subsidiary ledger (PORTFOL).

Management concurs that this recommendation is a best practice, and acknowledges that the anomalies found exist. We have appropriate policies in place and will continue to record the payment information correctly in PORTFOL.

Timeline: Immediately