DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

February 2024

Performance Oversight Responses

Committee of the Whole
Council of the District of Columbia
The John A. Wilson Building
1350 Pennsylvania Avenue, NW
Washington, DC 20004

Chairman Mendelson,

Please find below and attached responses to your Office's questions for this year's Performance Oversight Hearing.

1.   **Please provide, as an attachment to your answers, a current organizational chart for your agency with the number of vacant and filled FTEs marked in each box. Include the names of all senior personnel.**

        Please reference Attachment Q1 – Organizational Chart.pdf.

2.   **Please provide a Schedule A for your agency which identifies all employees by title/position, in descending order by current salary, fringe benefits, and program office as of January 31, 2024. Please indicate all vacant positions in the agency and do not include Social Security numbers.**

        Please reference Attachment Q2 – Schedule A.xlsx.

3.   **Please list through January 31, 2024, all employees detailed to or from your agency, if any, anytime this fiscal year (up to the date of your answer). For each employee identified, please provide the name of the agency the employee is detailed to or from, the reason for the detail, the date the detail began, and the employee's actual or projected date of return.**

        DCPS did not have employees detailed to or from the agency.

4.   **(a) For fiscal year 2023, please list each employee whose salary was $125,000 or more. For each employee listed provide the name, position title, salary, and amount of any overtime and any bonus pay. (b) For fiscal year 2024, please list each employee whose salary was $125,000 or more. For each employee listed provide the name, position title, salary, and amount of any overtime and any bonus pay as of the date of your response.**

        Please reference Attachment Q4 – Salaries Over 125K.

5.   **Please list, in descending order, the top 15 overtime earners in your agency for fiscal year 2024. For each, state the employee's name, position or title, salary, and aggregate overtime pay.**

Top 15 Overtime Earners for Fiscal Year 2024			
Employee Name	*Position Title*	*Salary*	*Aggregate Overtime*
Johnson, Brian	Coordinator, Security	$85,454.00	$26,170.29
Rowe, Dennis	Custodial Foreman	$79,435.20	$18,904.05
Davis, Deric	Custodial Foreman	$79,435.20	$17,032.74

Murray, Gilbert	Assistant	$61,608.00	$15,949.96
Jackson, Celestine	Aide, Administrative	$66,268.80	$14,578.62
Barkley, John	Custodial Foreman	$72,134.40	$12,883.62
Anderson, Keydra	Attendance Counselor	$60,881.00	$12,403.04
Long, John	Custodial Foreman	$79,435.20	$11,934.38
Richardson, Darrin	Custodial Foreman	$64,854.40	$11,786.04
Chase, Kelvin	Custodial Foreman	$73,569.60	$11,539.46
Ford, Raycheo	Custodian	$57,262.40	$11,025.77
Johnson, Corneilus	Coordinator, Security	$83,094.00	$10,966.01
Best, Christopher	Custodial Foreman	$79,435.20	$10,559.54
Dyson, Ferre	Assistant, Security (SPO)	$58,300.00	$10,125.42
Stewart, Sharon	Custodian	$50,044.80	$9,978.89

6. **For fiscal years 2023 and 2024 (through January 31), please provide a list of employee bonuses or special award pay granted that identifies the employee receiving the bonus or special pay, the amount received, and the reason for the bonus or special pay.**

Our district continues to focus on ensuring there are high quality educators in every classroom. Compensating our teachers for their outstanding contribution to our community remains a strategic priority to retain our most talented staff. However, due to the sensitivity of sharing identifiable information, we cannot provide staff level information.

Bonuses or Special Pay Granted in Fiscal Year 2023 and 2024		
Payment	*FY 23*	*FY 24*
WTU Retention Bonus	$26,291,460.00	$0
AFSCME Retention Bonus	$1,889,487.28	$0
Teamsters Bonus	$817,653.44	$0
Bonus	$26,487,496.02	$29,955,766.57
Additional Compensation	$10,276,404.36	$1,190,688.25
Total	$65,762,501.10	$31,146,454.82

7. **For fiscal years 2023 and 2024 (through January 31), please list each employee separated from the agency with separation pay. State the amount and number of weeks of pay. Also, for each, state the reason for the separation.**

Separations are summarized at the agency level below. To maintain employee privacy, DCPS cannot share specific separation information.

Actions	*WTU*	*Non-WTU*	*Total*
IMPACT Terminations	40	19	59
Reduction in Force (RIF) Terminations	0	68	68
Licensure Terminations	45	2	47

Other Terminations (Violations of rules, Gross Misconduct, and other LMER Separations)	15	39	54
Excessed WTU Members	6	0	6
Total Terminations	106	128	234

8. **For fiscal years 2022, 2023, and 2024 (through January 31), please state the total number of employees receiving worker's compensation payments.**

Number of Employees Receiving Worker's Compensation	
FY22	34
FY23	52
FY24	23

9. **Please provide the name of each employee who was or is on administrative leave in fiscal years 2023 and 2024 (through January 31). In addition, for each employee identified, please provide: (1) their position; (2) a brief description of the reason they were placed on leave; (3) the dates they were/are on administrative leave; (4) whether the leave was/is paid or unpaid; and (5) their current status (through January 31, 2024).**

   Please reference Attachment Q9 – Administrative Leave.

10. **For fiscal years 2023 and 2024 (through January 31), please list, in chronological order, all intra-District transfers to or from the agency. Give the date, amount, and reason for the transfer.**

   Please reference Attachment Q10 – Intra-District Transfers.

11. **Please list, in chronological order, every reprogramming of funds into or out of the agency for fiscal years 2023 and 2024 (through January 31). Include a "bottom line" that explains the revised final budget for your agency. For each reprogramming, list the reprogramming number (if submitted to the Council for approval), the date, the amount, and the rationale.**

Reprogramming Into or Out of DCPS for FY 2023 and FY 2024					
Date	*Amount*	*DCPS Financial Attributes*	*Destination Agency*	*Purpose*	*Why No Longer Needed by DCPS*
7/13/23	$600,000	From GA0/AM0 100305 AM0.YY193C.Raymond ES Modernization/Renovation to GD0/AM0 100009 AM0.ATCG1.CTE Advanced Technical Center 1	OSSE	Advanced Technical Center	The work on the Raymond ES project is complete, with no outstanding or pending payments.
9/30/23	$1,000,000	From GA0 400295/40104/7132001; 400271/40079/7132001; 400011/40078/7132001	DGS/MPD	Fixed Costs and MPD Overtime	Reprogramming initiated by OBPM due to one-time

					savings across contracts.

12. **Please list, in chronological order, every reprogramming within your agency during fiscal year 2024. Also, include both known and anticipated intra-agency reprogrammings. For each, give the date, amount, and rationale.**

    Please reference Attachment Q12 – Intra-Agency Reprogrammings.

13. **For fiscal years 2023 and 2024 (through January 31), please identify each special purpose revenue fund maintained by, used by, or available for use by your agency. For each fund identified, provide: (1) the revenue source name and code; (2) the source of funding; (3) a description of the programs that generates the funds; (4) the amount of funds generated annually by each source or program; and (5) expenditures of funds, including the purpose of each expenditure. For (4) and (5) provide specific data for fiscal years 2022, 2023, and 2024 (through January 31) and give starting and ending balances. You may wish to present this information first as a list (for numbers 1-5) and then as separate tables for numbers 4 and 5.**

    Please reference Attachment Q13 – Special Purpose Revenue.

14. **Please provide a table showing your agency's Council-approved original budget, revised budget (after reprogrammings, etc.) for fiscal years 2022, 2023, and the first quarter of 2024. In addition, please explain the variances between fiscal year appropriations and actual expenditures for fiscal years 2023 and 2024.**

    Please reference Attachment Q14A – FY22 Original and Revised Budget, Attachment Q14B – FY23 Original and Revised Budget, and Attachment Q14C – FY24 Q1 Original and Revised Budget.

15. **Please list all memoranda of understanding (MOU) either entered into by your agency or in effect during fiscal years 2023 and 2024 (through January 31). For each, describe its purpose, indicate the date entered, and provide the actual or anticipated termination date.**

    Please reference Attachment Q15 – MOUs.

16. **D.C. Law requires the Mayor and the Chief Financial Officer to submit to the Council, simultaneously with a proposed budget submission, actual copies of all agency budget enhancements requests, such as the "Form B" for all District agencies (See D.C. Code § 47- 318.05a). In order to help the Committee understand agency needs, and the cost of those needs for your agency, please provide, as an attachment to your answers, all budget enhancement requests submitted by your agency to the Mayor or Chief Financial Officer as part of the budget process for fiscal years 2022, 2023, and 2024.**

    DCPS works with the Office of the City Administrator to develop its annual budget. The annual budget submitted by the Mayor reflects those efforts.

17. **Please list all currently open capital projects for your agency (through January 31, 2024) including those projects that are managed or overseen by another agency or entity. Include a brief description of each, the total estimated cost, expenditures to date, the start and completion dates, and the current status**

of the project. Also, indicate which projects are experiencing delays and which require additional funding.

For a list of all currently open capital projects, please reference Attachment Q17 and Q64 – Capital Projects. Information on estimated project costs and expenditures to date will be released as part of the Fiscal Year 2025 – 2030 Capital Improvement Plan.

18.   **Please list all pending lawsuits that name your agency as a party. Please identify which cases on the list are lawsuits that potentially expose the city to significant liability in terms of money and/or change in practices. The Committee is not asking for your judgment as to the city's liability; rather, we are asking about the extent of the claim. For those claims identified, please include an explanation about the issues for each case.**

Please reference Attachment Q18 – Pending Lawsuits.

19.   **Please list every lawsuit against the agency that was settled or decided by a trial court in FY 2023 and FY 2024 to date. Briefly describe each and the sanction, if any.**

Please reference Attachment Q19 – Settled or Decided Lawsuits.

20.   **D.C. Law requires the Mayor to pay certain settlements and judgements from agency operating budgets if the settlement is less than $10,000 or results from an incident within the last two years (see D.C. Code § 2-402(a)(3)). Please itemize each charge-back to your agency for a settlement or judgment pursuant to D.C. Code § 2-402.**

Please reference Attachment Q20 – Settlements Less Than $10K.

21.   **(a) Please list and describe any investigations, studies, audits, or reports on your agency or any employee of your agency that were completed at any time in fiscal years 2023 or 2024 (through January 31). (b) Please list and describe any ongoing investigations, audits, or reports of your agency or any employee of your agency.**

Completed Investigations or Audits During Fiscal Year 2023 and 2024 (Through 1/31/24)	
Agency	*Topic*
OIG	Audit of Special Education Attorney Payments (OIG No. 23-1-04MA). This engagement was initiated pursuant to D.C. Code § 1-301.115a(a)(3)(J), which requires the OIG to annually determine the accuracy of special education attorney payments. The OIG did not issue a formal report with recommendations on this audit, due to limitations on DCPS' ability to waive affirmative consent to attorney-client privilege which, in this case, is the clients of the attorneys who are involved in special education litigation against DCPS.
OSSE	Fiscal audit and sub-recipient grant monitoring of Elementary and Secondary Education Act, as amended (ESEA), Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
OSSE	Fiscal audit and sub-recipient grant monitoring of ESEA, Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
OSSE	Fiscal audit and sub-recipient grant monitoring of ESEA Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Agency	Topic
OSSE	Fiscal audit and sub-recipient grant monitoring of ESEA Title IV, Part A: Student Support and Academic Enrichment Grants
OSSE	Fiscal audit and sub-recipient grant monitoring of ESEA Title IV, Part B: 21st Century Community Learning Centers (CCLC)
OSSE	Fiscal audit and sub-recipient grant monitoring of Individuals with Disabilities Education Act (IDEA);
OSSE	Fiscal audit and sub-recipient grant monitoring of ESEA 1003 Investment in Schools.
ODCA	Assessment of the DCPS Technology Plan 2023-2026. During fiscal years 2023 and 2024 through January 31, 2024, the DC Auditor conducted this audit to comply with the DCPS Digital Equity Act of 2022.

Ongoing Investigations or Audits During Fiscal Year 2023 and 2024 (Through 1/31/24)	
Agency	*Topic*
OIG	Audit of Special Education Attorney Payments (OIG 24-1-01-MA). This engagement was initiated pursuant to D.C. Code § 1-301.115a(a)(3)(J), which requires the OIG to annually determine the accuracy of special education attorney payments.
OIG	Special Evaluation of the District's Compliance with the Procurement Practices Reform Act (PPRA) of 2010 and District of Columbia Official Code, Title II: Government Administration The OIG initiated this special evaluation after becoming aware that contracts valued at $1 Million and above were awarded by DCPS without the review and approval of the District Council.
ODCA	Review of Suicide Prevention Strategies in District of Columbia Public Schools. This review was initiated as a discretionary audit designed to determine whether and the extent to which D.C. schools (public and charter) are prepared to support and care for students who are at risk of suicide.
DME	DCPS Contract and Procurement Review. The DME contracted the services of an independent firm to evaluate the contracting cycle, internal controls and pre-award procedures at DCPS for all executed contracts over $1 Million issued between July 1, 2020, through March 1, 2023.

22. **How many grievances have been filed by employees or labor unions against agency management? Please list each of them by year for fiscal years 2022, 2023, and 2024 (through January 31). Give a brief description of each grievance, and the outcome through January 31, 2024. Include on the chronological list any earlier grievance that is still pending in any judicial forum.**

October 1, 2021 – September 30, 2022

	Compensation	Excessing/RIF	IMPACT	Leave	Unjust Discipline	Work Conditions	Total	Pending	Closed
WTU		2	30	2	5	6	45	30	15
CSO							0		
AFSCME			8	1	3		12	4	8
Teamsters	15		19	1	12		47	5	42

October 1, 2022 – January 31, 2023

	Compensation	Excessing/RIF	IMPACT	Leave	Unjust Discipline	Work Conditions	TOTALS	Pending	Closed
WTU					1		1	5	3
CSO			1		2		3		3
AFSCME					1		1	1	
Teamsters	1				1		2		2

February 1, 2023 – January 31, 2024

	Compensation	Excessing/RIF	IMPACT	Leave	Unjust Discipline	Work Conditions	Total	Pending	Closed
WTU	1	2	41		4		48	41	7
CSO					8		8	0	8
AFSCME					1		1	0	1
Teamsters	12	0	13	6	12	2	45	12	32

23.   **In table format, please list the following for fiscal years 2023 and 2024 (through January 31) regarding the agency's use of SmartPay (credit) cards for agency purchases: (1) individuals (by name and title/position) authorized to use the cards; (2) purchase limits (per person, per day, etc.); and (3) total spent (by person and for the agency).**

Please reference Attachment Q23 – Smart Pay.

24.   **Please provide a list of all procurements for goods or services for use by your agency over $10,000 for fiscal years 2023 and 2024 (through January 31). Give a brief explanation of each, including the name of the contractor, purpose of the contract, and the total dollar amount of the contract. Exclude from this answer purchase card (SmartPay) purchases.**

Please reference Attachment Q24 – Purchase Orders Over 10K.

25.   **In table format, please provide the following information for fiscal years 2023 and 2024 (through January 31) regarding your agency's authorization of employee travel: (1) each trip outside the region on official business or agency expense; (2) individuals (by name and title/position) who traveled outside the region; (3) total expense for each trip (per person, per trip, etc.); (4) what agency or entity paid for the trips; and (5) justification for the travel (per person and trip).**

Across our school and central office teams, various payment methods are available to and utilized by staff for travel purposes, including travel advances, travel reimbursements, direct payment of fees or lodging costs to vendors via check, and using the p-card to pay (for allowable expenses). All those payment methods create records in the PASS, DIFS, and PaymentNet systems. This data is compiled from all three. However, our systems of record do not collect all of the data requested in an aggregate fashion. Please reference Attachment Q25 – Travel Expenses.

26.   **What efforts will your agency be making to increase transparency in FY 2024 that differs from past efforts? Explain.**

Remind Communication Platform Expansion:
Remind is a messaging tool that helps teachers and school staff engage students and families every day and allows school administrators to connect with their entire school community. With Remind, staff have the capacity to establish two-way communication with families and other stakeholders to build critical relationships and in turn, improve student outcomes. We continue building trust and

relationships with stakeholders through the continuation and expansion of the Remind pilot from 14 schools in SY20-21 to 34 schools funded by central office in SY21-22 to the entire district in SY22-23.

- As part of the expansion, training, resources, and office hours were provided to school leaders, teachers and staff along with ongoing technical support.
- In the fall of 2022, we saw increased usage in this area. Secondary schools continued using Remind to engage students. This is most evident at Cardozo, Coolidge, and Wilson, where over 50% students received announcements and individual messages from educators.
- On a monthly average in the fall of 2023:
  - 259 teachers used Remind to communicate with families and
  - 7,305 families received messages via Remind across 24 of the schools in the pilot.
  - This was an additional 1,671 families receiving communication via Remind compared to the same period the previous year.

FY24 Budget Engagement

The DCPS budget cycle remains a year-round process and one that provides opportunities for stakeholders across our community — including parents, students, and principals, teachers and staff — to engage in the development of their schools' budgets.

During SY23-24, we held the following engagements for the FY25 Budget.
- November 14, 2023 – DCPS FY25 Public Budget Hearing with 35 people testifying and 944 views
- January 4, 2024 – DCPS FY25 Middle School and Education Campus Budget Discussion - 49 people in attendance including 36 students
- January 9, 2024 – DCPS FY25 High School Budget Discussion - 48 people in attendance including 29 students.

During SY22-23, we held the following engagements for the FY24 Budget.
- November 16, 2022 – DCPS FY24 Public Budget Hearing with 43 people testifying and 589 views
- December 5, 2022 – DCPS FY25 High School Budget Discussion - 37 students participated from our 17 high schools and education campuses.
- December 15, 2022 – DCPS FY25 Middle School and Education Campus Budget Discussion - 44 students participated from our 22 middle schools and education campuses.

Local School Advisory Team (LSAT) Supports

In order to increase the knowledge and capacity building of LSATs, the Family and Community Engagement Division did the following in FY23:
- Hosted four live and recorded webinars on topics including DCPS enrollment projections, budget development, and the DC Open Meetings Act. These are in addition to previously recorded webinars, guidance documents, templates, and other resources publicly available in an online LSAT toolkit. The Community Engagement Division will continue hosting monthly Open Meetings Act Trainings on a monthly basis in partnership with the Office of Open Government.
- Sent 20 newsletters to LSATs containing DCPS updates, solicitation of feedback, best practices, supporting resources, and upcoming events and opportunities. The average open rate for the newsletter was over 50%, compared with average open rates of 24% for other education emails. The average click-through rate was around 20%, compared to under 3% for other education emails.
- Hosted an open office hours session during budget season where LSATs could speak with Central Services content experts and ask questions that might have come up during their schools'

budget development conversations. There will be another LSAT Budget Webinar tentatively scheduled in early February 2024 before the FY25 budget release.

- Hosted 3 opportunities for new LSAT Chairs and new principals to attend a panel discussion with their peers to learn about LSAT best practices around facilitating successful LSAT meetings, budget engagement/development, Comprehensive School Plan (CSP) discussions, and any other LSAT-related topics attended wanted to learn more about.
- Started hosting "ward days" across the city to meet our stakeholders where they are and have more formal and informal touchpoints to increase transparency and engagement.

Chancellor's Parent Advisory Board

The Chancellor's Parent Advisory Board provides a space for parents and guardians from diverse backgrounds and from every Ward to interact and provide feedback to Chancellor Ferebee and other DCPS leaders and staff on a variety of DCPS projects, initiatives, topics.

- School year 22-23 Chancellor's Parent Advisory Board monthly meetings began in September 2022 and concluded in May 2023. The current Parent Advisory Board (SY 23 - 24) began meeting in September 2023 and will continue to meet until May 2024.
- Outreach and recruitment for advisory board members typically begins in the spring prior to the school year. The Community Engagement Team develops a strategic recruitment and outreach plan that includes a grassroot approach and social media campaign to especially target underrepresented populations such as parents and guardians from wards 5, 7 and 8 in addition to linguistically and culturally diverse families. The Community Engagement team strives to select parents and guardians who represent DCPS student demographics. Applications and promotional materials are available in six different languages.
- A selection committee, that includes DCPS staff and previous board members, reviews applications using a rubric that incorporates the DCPS Equity Framework.
- Thirty-three parents and guardians are selected from a competitive pool of applicants. This school year, 197 parents and guardians applied from all eight wards across the district. Each ward is represented by at least two board members from a variety of school communities and grade bands.
- The content and discussion for meetings are selected using survey results administered at the beginning of the school year and the exit survey administered after each meeting.
- Additionally, Board Members participate in breakout group with content experts. Topics for breakout groups include the new online enrollment platform, DCPS Sumner School history, FY25 budget, social studies curriculum, Early Childhood Education: Building Blocks, middle school math curriculum, DCPS Becoming, and more.

El Comité de Familias Latinas de DCPS (DCPS Latino Families Committee)

- Since 2020, El Comite has become a great resource to hear about the experiences and challenges of Spanish-speaking Multilingual Learners and their families especially families who don't typically get involved at the District level or use traditional methods to provide feedback.
- El Comite members are high-capacity leaders in their communities- they are typically involved at the school level, churches, adult ESL and career training programs, and more. They support disseminating crucial DCPS information to other families in their networks as well as provide insights of current situations and challenges in their communities.

- El Comite meets every six to eight weeks. Most of the meetings occur virtually with two to three meetings in-person during the school year.
- Most of the parents and guardians involved in El Comite live in Wards 1, 2 and 4, and 5. A few parents from Ward 3 have occasionally attended meetings (Oyster Adams Bilingual School, Murch ES and Jackson Reed HS).
- Schools represented include Bancroft ES, Brightwood ES, Brookland MS, Bruce-Monroe Elementary School, Cardozo Education Campus, Columbia Heights Education Campus, Coolidge High School, HD Cooke Elementary School, Garrison ES, Jackson Reed High School, and School Without Walls at Francis Stevens, SWW HS, Takoma EC, Wheatley EC and Roosevelt HS.
- Average attendance is around 8 people for virtual meetings and 20-40 for in-person meetings, though no in-person meetings have been held so far in SY23-24. 32 parents and guardians are on the current roster.
- The Family and Community Engagement team uses a variety of tools to invite and communicate with parents and guardians of Multilingual Learners. The most efficient way of communicating with Spanish-speaking families has been sharing flyers and invitations of events via Remind text or WhatsApp groups. As well as building strong relationships with school staff who work with ELLs- crucial information and invitations to district-wide DCPS events are shared to those specifics POCs who they share the materials with families via text or WhatsApp.

Parent University
The goal of Parent University is to provide families with the information, resources, and access that they need to partner with us on their child's education.
- As we took lessons learned from the previous iterations of Parent University and the engagement and satisfaction trends, we designed and piloted a new format for these sessions. In the fall of 2022, we began offering on-demand and live sessions to offer families recorded content to access when it is best for them and live, virtual sessions to have access to central services staff to ask their questions directly.
- In SY22-23, we offered 8 sessions using this new format, engaging 3,494 people (350 of which were live attendees). This is 136% more participants with 8 sessions compared to 1,481 (of which 340 were live attendees) with 20 sessions in the previous year. Additionally, an average of 270 people viewed each English video while an average of 123 people viewed each recording in Spanish (compared to average 49 English views and 26 views the previous year).
- We continued to refine this model throughout the late spring and summer to build up a library of on demand videos to complement fall 2023 topics.
- In the fall of 2023, we offered 11 on demand and live sessions, engaging 5,037 (of which 753 were live attendees). This is 44% more participants with an average of 264 people viewed each English video while an average of 125 people viewed each recording in Spanish.
- In the spring of 2024, we are ready to offer 12 on demand and live sessions to continue providing families the information, resources, and access they need to partner in their child's education.

DCPS Five-Year Strategic Plan Engagement
In August 2022, DCPS started a year-long journey of reflection and refinement to produce the next iteration of our strategic plan. Throughout the fall, DCPS hosted an engagement listening series,

including opportunities for staff, students, families, and community members to reflect on our strengths and where we must grow.

DCPS hosted six family and community listening sessions, four student listening sessions, 21 staff listening sessions, a DCPS principal session, and a community block party to gather qualitative input for the engagement process. DCPS staff included Central Services, school campus leadership, and teachers. We engaged participants representing a cross-section of every ward in the District, with significant participation from family and community members. As part of our listening session activities, attendees participated in a gallery walk and a small-group feedback session. During these exercises, attendees were asked to share their feedback around four main topical questions. These questions were developed at the onset of our engagement process and were asked at every listening session. We received nearly 600 feedback-driven Post-It notes from over 400 families, community members, students, and staff attendees during the gallery walk portion of our listening sessions.

In January 2024 the Strategic Plan will be launched with the public. An event, with city leadership and DCPS stakeholders will kick-off the launch and Capital Commitment 2023-2028 materials will be shared broadly with DCPS employees, families, community members and the public. DCPS will also continue internal work of implementation of the Strategic Plan. DCPS strives for transparency in its progress with all Strategic Plan initiatives and goals. DCPS will share an annual progress report which will outline performance on our key initiatives and measures.

School Year 2023-24 Back to School Information Session
On August 16, 2023 DCPS hosted a virtual Back to School Information Session with Chancellor Ferebee and DC Public Schools leadership. Participants learned important updates on the school year. Topics included student health, safety, academics, early childhood, and attendance. A total of 985 people joined the session live on Zoom and another 1,377 people streamed it on YouTube. The session was also streamed in Spanish where an additional 35 people attended.

Internal DCPS Staff Engagement – Cabinet Advisory Board
The first Cabinet Advisory Board (CAB) cohort was formally inducted in March 2023. This body was established to research, brainstorm, and recommend viable solutions to Cabinet to improve Central Services and school-based staff engagement and culture issues that were laid bare in the 2022 and 2023 staff Panorama staff survey. The CAB is made up of 25 staff members from across Central Services and represents various roles and offices within the agency. To-date, the CAB has met monthly and bi-monthly to develop and present recommendations to the Chancellor's Cabinet. Recommendations have included improvements to knowledge and resource management systems, implementation of more intentional, timely, and specific stakeholder feedback processes, and alignment of Central and school-based staff needs for more impactful school support opportunities. The current cohort of members will continue their CAB commitment through May 2024 and will continue to develop achievable solutions to meet engagement and culture improvement needs.

Internal DCPS Staff Engagement – Outreach & Communication
The Internal Engagement team was tasked in early 2023 with Central Services outreach and the dissemination of information not directly related to human resources. The team conducted a survey to determine information needs and developed a product in direct response to the survey feedback. This product, known as GoCentral 2.0, is a monthly newsletter that provides Central staff with relevant, timely updates regarding staff transitions, key initiatives, updates and reminders, professional growth opportunities, and resources to support Central Services work functions. This product has a reach of

1,207 staff with an open rate of 97.4%. The analytics gathered from this product help the team better understand changing patterns of news consumption and high-yield categories of information with the goal of improving transparency and communication.

Partner Engagement

The DCPS Partnerships and Donations Team continued its focus on transparent, timely communication with our partners. The team also worked hard to refine existing resources to ensure critical information is easily accessible to partners. Some examples from FY22 include:

- Hosted DCPS' second annual Partner Appreciation week in May 2023 to showcase the dynamic programming our partners provide as well as an in person visit to Malcolm X Elementary School by Chancellor Ferebee where he met with several longtime DCPS partners (Kid Power, Greater Washington Field of Dreams, Girls on the Run, and Food Prints).
- 25+ e-communications (e.g., policy updates, newsletters, etc.) to partners to keep them up-to-date on policy changes, resources, and general updates. Average open rate was 37%.
- Continued production of bi-monthly newsletter sharing program highlights, resources from across the district and key updates to keep partners informed of strategic developments within the agency.
- Hosted a policy palooza event in July 2023 to review DCPS policies and procedures for SY23-24 School Program Providers registered with DCPS. The January 2024 policy palooza is scheduled for January 30th.

The Partnerships and Donations team continues to focus on this work as we seek to strengthen and grow our partnership efforts. New efforts to increase transparency include:

- Hosted five Lunch and Learns led by DCPS content experts. Topics included: serving diverse learners, working with multi-lingual learners, DCPS' DREAM initiative, family engagement, and DCPS Becoming.
- Refresh of the DCPS Partnerships website, including the development of a resource library and tools to help partners complete DCPS' partnership processes more easily.
- Initiating monthly meetings with OSSE and the Deputy Mator for Education's Office of Out-of-School Time to improve our collaboration and alignment.
- Modified partnerships database to improve partner experience and make it easier for partners to understand their current partnership status.

27. **Please identify any legislative requirements that your agency lacks sufficient resources to properly implement. Explain.**

In FY24, ESSER funds were available to fund budget items within the Central Services budget that were assigned to school budgets in alignment with the *Schools First in Budgeting Amendment Act*. ESSER funds are not available for FY25.

28. **Please identify any statutory or regulatory impediments to your agency's operations.**

N/A

29. **Did your agency receive any FOIA requests in fiscal year 2024? If yes, did the agency file a report of FOIA disclosure activities with the Secretary of the District of Columbia? If available, please provide a copy**

of that report as an attachment. Also state here the total cost incurred by your agency for each fiscal year 2022, 2023, and 2024 (through January 31) related to FOIA.

DCPS has received 30 FOIA requests in Fiscal Year 2024 as of 1/31/2024. The Fiscal Year 2024 report will be filed by the deadline. Costs of $266,171 were incurred in FY22 and FY23. Costs for FY24 are not available.

30. **Please provide, as an attachment, a copy of your agency's current annual performance plan as submitted to the Office of the City Administrator.**

Please reference Q30 Attachment - Performance Plan.pdf.

31. **(a) What are your agency's key performance indicators and what has been your agency's performance (for each of these KPIs) in fiscal year (or calendar year) 2022, 2023, and 2024? (b) What KPIs have been dropped (or changed) since 2022? List each specifically and explain why it was dropped or changed.**

DCPS reports data for Key Performance Indicators (KPIs) annually. KPIs and performance for Fiscal Year 2022 and 2023 are detailed below. For FY24 and going forward, DCPS has replaced these key performance indicators the key performance indicators explained in (b). The decision to replace the FY23 KPIs was made to align our KPIs with the 2023-2028 Capital Commitment. Additionally, the KPIs align with the new Objectives for the DCPS FY24 Mayoral Performance Plan. Data for these KPIs are reported annually, thus data for FY24 Quarter 1 is not available now.

DCPS Key Performance Indicators FY22-24		
Measure	Fiscal Year 2022	Fiscal Year 2023
Percent of AP exams passed	45%	46%
Percent of students scoring college and career ready (Level 4+) in Math on PARCC	22%	25%
ELA achievement gap (Percent of students scoring college and career ready) between black and white students	61%	61%
Math achievement gap (Percent of students scoring college and career ready) between black and white students	64%	69%
Percent of Special Education students scoring college and career ready (Level 4+) in ELA on PARCC	8%	10%
Percent of Special Education students scoring college and career ready (Level 4+) in Math on PARCC	6%	7%
Percent of English Language Learners students scoring college and career ready (Level 4+) in ELA on PARCC	20%	21%
Percent of high school students taking at least 1 Advanced Placement (AP) exam	22%	24%
Percent of students scoring college and career ready (Level 4+) in English Language Arts (ELA) on PARCC	35%	38%
Percent of students considered college and career ready in Math, as measured by the Scholastic Aptitude Test (SAT)	20%	21%

Percent of students considered college and career ready in Reading and Writing, as measured by the Scholastic Aptitude Test (SAT)	32%	37%
Percent of kindergarten, first and second grade students reading on or above grade level	57%	78%
Retention rate of teachers rated effective or highly effective on IMPACT (retained at DCPS)	92%	94.7%
4-year graduation rate	72.5%	75.3%
In-seat attendance (ISA) rate	85%	86%
First-time 9th grade student promotion	82%	82%
Percent of schools considered highly rated or improving in rating	Data Not Available	Data Not Available
Audited Student enrollment	49,035	50,131
Percent of principals certifying that their schools have the necessary textbooks and instructional materials	100%	Data Not Available
Percent of students indicating they feel challenged	82%	82%
Percent of students indicating they feel prepared	66%	66%
Percent of students indicating they feel loved, challenged and prepared	46%	44%
Percent of students indicating they feel loved	60%	56%
Percent of students in a Family Engagement Partnership (FEP) school who receive a home visit	61%	52%

For FY24 and going forward, DCPS has replaced the key performance indicators outlined in (a) with the key performance indicators below. The decision to replace the FY23 KPIs was made to align our KPIs with the 2023-2028 Capital Commitment. Additionally, the KPIs align with the new Objectives for the DCPS FY24 Mayoral Performance Plan. Data for these KPIs are reported annually, thus data for FY24 Quarter 1 is not available now.

- 80% of students pass or meet/exceed performance expectations on the math state assessment.
- Double the percentage of students enrolled in Algebra 1 in middle school.
- 80% of students pass or meet/exceed performance expectations on the English state assessment.
- Increase the percentage of Black 3rd-5th grade students who perform at L4 or L5 on the math state standardized assessment.
- Increase the percentage of Black high school students who take at least one college level math course.
- Increase the percentage of Hispanic high school students who take at least one college level math course.
- Increase the percentage of middle school students who perform at L3-L5 on the Algebra I state assessment.
- Increase the percentage of Black 3rd-10th grade students who perform at L4 or L5 on the ELA state standardized assessment.
- Increase the percentage of Hispanic 3rd -10th grade students who perform at L4-L5 on the ELA state standardized assessment.

- Decrease the percentage of 3rd -10th grade students receiving special education services who perform at L1 on the ELA state standardized assessment.
- Increase the percentage of Black high school students who take at least one college level ELA course.
- Increase the percentage of Hispanic high school students who take at least one college level ELA course.
- Increase the percentage of students who perform at L3-L4 on the science state standardized assessment.
- Increase the percentage of Kindergarten-2nd grade students who perform at or above benchmark for the foundational literacy assessment.
- 85% of students feel safe and have a sense of belonging.
- Increase the percentage of schools with 90% of Black students feeling belonging.
- Double the number of free middle school after school opportunities.
- 85% of students graduate on time.
- Double the percentage of graduates who enroll in and successfully complete an internship, apprenticeship, CTE pathway, Dual Enrollment course, or industry recognized credential.
- Increase the graduation rate of Hispanic students
- Increase the graduation rate of multilingual learner students
- Increase the percentage of students who take at least one college level course during high school.
- Increase the percentage of students who take the SAT who reach the College and Career Readiness benchmark.
- Retention rate of teachers rated effective or highly effective on IMPACT
- Percent of Schools with active Local School Advisory Teams (LSAT) who meet regularly with school leadership
- On-Demand PU sessions will have a viewership of 200 views in English and 100 views in Spanish by Spring 2024.
- 80% of schools send at least one message to families per month.

32. **What are your top five priorities for the agency? Please provide a detailed explanation for how the agency expects to achieve or work toward these priorities in 2023 and 2024.**

The top five priority areas for our agency are:
1. Promote equity.
2. Empower our people.
3. Ensure our students succeed academically.
4. Ensure our students are connected to their schools.
5. Ensure our students are prepared for each next phase of their academic pathway.

1. Promote equity

DCPS remains committed to ensuring equity for our students, families, and school communities. DCPS continues to evaluate all relevant data (PARCC, TUDA, DIBELS, at BOY/MOY/EOY) by race, ward, and gender. This allows DCPS to confront discrepancies in performance and ensure support and strategies are in place to address. For example, our Acceleration efforts support equity in outcomes by leveraging a Multi-Tiered System of Support (MTSS) to ensure all students have the support they need to thrive in our schools. Schools are implementing additional learning time opportunities and High Impact Tutoring to accelerate student outcomes. DCPS continues to ensure all students have equitable access to up-to-

date technology, which means maintaining a 1:1 student-to-device ratio in grades 3-12 and 3:1 ratio in grades PK-2. In early 2021, DCPS launched an Internal Policy Committee, tasked with setting policy priorities for DCPS and reviewing ongoing policy development. The committee uses an approach based on the Government Alliance on Race & Equity (GARE) Racial Equity Toolkit to integrate explicit consideration of racial equity when creating and revising policies. This committee continues to review and set policy with the GARE framework and equity as a lens for all review and policy setting.

2. Empower our people

DCPS understands that our educators are our greatest resource. DCPS aims to recruit, select, and retain top instructional talent in its pursuit to leverage talent as a lever for equity. Our priority in 2023 is to ensure we have the instructional talent (i.e., teachers, educational aides, related service providers) to meet the needs of our school communities. Through our strategic recruitment, marketing, and selection efforts, we will work to provide a deep pool of teacher talent ahead of the 2023-24 school year. We will also strengthen our efforts around pipeline development, credentialing oversight, and retention as we know they are key components of a sustainable talent strategy. DCPS continues to celebrate our top talent through IMPACT, which provides continuous feedback to both celebrate our highest performing school-based staff and provide opportunities for ongoing growth and development and performance bonuses. DCPS is committed to ensuring that it nurtures aspiring and current school leaders by supporting their school improvement efforts, strengthening their practice through coaching, and sustaining their leadership through holistic retention efforts. DCPS also works continually to ensure that we have a strong bench of assistant principals who are ready to pursue the principalship and that they are afforded the hands-on experiences necessary to grow prior to assuming a principal role.

3. Ensure our students succeed academically

As one of our three strategic infinitives for the Capital Commitment 2023-2028, DCPS is committed to ensuring all students succeed academically. As part of our Strategic Plan, DCPS will ensure students are mathematically strong and that they are reading and writing across all subjects. This will be achieved through the following key actions:

- Build early screening and intervention into a robust early numeracy program to ensure PreK-K alignment and maximize the number of students performing on or above grade level by the end of second grade.
- Cultivate educators' math expertise through high-quality professional learning via the DREAM Learning Center which will provide rigorous, graduate-level coursework and credentials.
- Build the pathway to eighth-grade Algebra 1 through high-quality, research-based instruction beginning in PreK.
- Ensure students in every ward have access to the same advanced math, financial literacy, and data science courses.
- Shift math-related mindsets to build math joy across school communities among students, educators, staff, and families.
- Integrate literacy into learning experiences across the full PreK-12 curriculum.
- Design and implement project-based learning across all subjects in third through eighth grades.
- Design and implement a revised assessment strategy to ensure accurate measurement of progress, identify improvement areas, and facilitate appropriate interventions.
- Leverage real-world learning across music, art, world languages, health and physical education, library/media, science, and social studies to strengthen student comprehension and development.

- Integrate career readiness standards, social-emotional skill building, and digital literacy skills into content and curriculum with an emphasis on third through 12th grades.

4. <u>Ensure our students are connected to their schools</u>

As one of our three strategic infinitives for the Capital Commitment 2023-2028, DCPS is committed to ensuring all students feel connected to their school community. As part of our Strategic Plan, DCPS will ensure students are safe and have a sense of belonging and that they have equitable access to opportunities. This will be achieved through the following key actions:

- Create and execute a comprehensive, district-wide operational framework that includes infrastructure, staffing, safety protocols, and robust critical response procedures and training.
- Re-envision an alternative school model that supports students who demonstrate persistent behavioral risks to the school community.
- Expand the Connected Schools Initiative.
- Effectively recruit more school-based support staff.
- Reinforce Multi-Tiered Systems of Support by providing evidence-based interventions, resources to support collaboration, and deeper integration into existing support structures.
- Strengthen school supports and expand professional development opportunities for educators and staff to ensure students are learning in a culturally affirming class and school environments.
- Enhance and design new Cornerstone experiences.
- Enhance student learning through field trips, performances, celebrations and immersive learning experiences that align to students' interests, and passions.
- Assess existing afterschool programming—internal and external to DCPS—to identify gaps related to students and schools served, program offerings, and barriers to access.
- In alignment with My Afterschool DC, develop an evidence-based, district-wide approach to increase afterschool programming.
- Streamline, clarify, and formalize partner policies and compliance processes.

5. <u>Ensure our students are prepared for each next phase of their academic pathway</u>

As one of our three strategic infinitives for the Capital Commitment 2023-2028, DCPS is committed to ensuring all students are prepared for the next phase of their academic pathway. DCPS will ensure our students graduate on time and that they participate in a postsecondary pathway. This will be achieved through the following key actions:

- Design and implement a kindergarten success plan.
- Launch and implement 6th Grade Academies.
- Execute a strengthened approach to existing 9th Grade Academies.
- Design and implement systems for students to create interactive and personalized postsecondary plans.
- Expand access to and increase enrollment in dual enrollment and high-quality CTE programs, internships, and apprenticeships.
- Create an inclusive support network for all DCPS graduates regardless of postsecondary pathway.
- Pilot community-driven high school models and increase opportunities to engage more communities in rigorous and innovative redesign.
- Establish policies, practices, and requirements to effectively innovate high schools.
- Capture and share school- and district-level challenges, successes, and effective practices to support long-term sustainability and grow the impact of high school innovation

33. **Provide a crosswalk between all budget codes from FY23 through FY24 and any new budget codes used for the FY24 budget. In your response, please also include the definitions for all program, activity, and service code or the guide used by DCPS staff in classifying budget items and expenditures.**

Please reference Attachment Q33 – Budget Codes.

34. **Please provide a list of all DCPS's fixed costs budget and actual dollars spent for FY23 in FY24, through January 31. Include the source of funding and the percentage of these costs assigned to each DCPS program. Please provide the percentage change between DCPS's fixed costs budget for these years and a narrative explanation for any changes.**

Between FY23 and FY24 DCPS Fixed Costs grew 22%, largely driven by increasing energy costs.

Fiscal Year 2023:

Project	Project Description	Award Description	Revised Budget	Expenditure
400273	GA0.P304GA.FY 23 - GAS GA	GA0.0101.LOCAL FUNDS	3,741,526.66	$3,998,833.25
400274	GA0.P305GA.FY 23 - ELECTRICITY GA	GA0.0101.LOCAL FUNDS	11,099,492.37	$11,099,492.37
400269	GA0.I23GA0.FY23 TELECOM - INTERAGENCY PROJECT GA0	GA0.0101.LOCAL FUNDS	2,237,480.32	$1,678,500.08
401274	MAINTENANCE AND REPAIR - AUTO FIXED COST	GA0.0101.LOCAL FUNDS	548,925.81	$246,706.38
400264	GA0.DNTGA1.FY23-IT ASSESSMENT	GA0.0101.LOCAL FUNDS	1,933,128.44	$1,801,227.22
401049	GA0.P440GA.FY23 SECURITY SERVICES	GA0.0101.LOCAL FUNDS	123,755.51	$94,289.75
400275	GA0.P307GA.FY 23 - WATER GA	GA0.0101.LOCAL FUNDS	8,213,737.32	$7,759,687.40
400278	GA0.P331GA.FY23 WASTE MANAGEMENT	GA0.0101.LOCAL FUNDS	2,591,868.76	$1,656,110.83
400277	GA0.P330GA.FY23 SUSTAINABLE DC	GA0.0101.LOCAL FUNDS	2,010,624.21	$931,639.40

Fiscal Year 2024:

Project	Project Description	Award Description	Revised Budget	Expenditure (January 2024)
400273	GA0.GAS FIXED COST	GA0.0101.LOCAL FUNDS	5,352,777.48	$274,177.42
400274	GA0.ELECTRICITY FIXED COST	GA0.0101.LOCAL FUNDS	15,693,449.97	$4,324,097.91
400269	GA0.I23GA0.FY23 TELECOM - INTERAGENCY PROJECT GA0	GA0.0101.LOCAL FUNDS	2,779,620.67	$112,704.47
400264	GA0.500242.IT ASSESSMENT	GA0.0101.LOCAL FUNDS	0	0
401049	GA0.P440GA.FY23 SECURITY SERVICES	GA0.0101.LOCAL FUNDS	128,407.52	$64,473.42
400275	GA0.WATER FIXED COST	GA0.0101.LOCAL FUNDS	8,965,820.06	$1,010,040.03
400277	GA0.SUSTAINABLE DC FIXED COST	GA0.0101.LOCAL FUNDS	2,620,113.52	$109,655.00
400278	GA0.WASTE MANAGEMENT FIXED COST	GA0.0101.LOCAL FUNDS	2,124,509.65	$21,745.76
400264	GA0.500242.IT ASSESSMENT	GA0.0101.LOCAL FUNDS	958,841.66	0
400264	GA0.500242.IT ASSESSMENT	GA0.0101.LOCAL FUNDS	432,146.43	$24,843.49

35. **Describe any spending pressures that existed in FY23 or FY24 (as of January 31). In your response, please provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.**

DCPS closed FY23 in balance. In concert with OCFO, DCPS reviewed spending compared to budget on an ongoing basis and will continue to do so through implementation of the FY24 budget. In FY24, ESSER funds were available to fund budget items within the Central Services budget that were assigned to school budgets in alignment with the *Schools First in Budgeting Amendment Act*. ESSER funds are not available for FY25.

36. **How many vacancies were posted for DCPS during FY23 and in FY24 (through January 31)? Please list the position and the reason the position was vacated. In addition, please note how long the position was vacant and what steps have been taken to fill the position.**

Please reference Attachment Q36 – Vacancies. We do not have fund sources included in this report because no position number has been attached to the vacancy and thus no fund source assigned. Our efforts to fill these vacant positions include the following:

- DCPS recruited candidates in all content areas and shared candidate information with principals while also offering resume support and custom job postings for hard-to-fill vacancies.
- DCPS held three virtual fairs ahead of SY23-24 from April – June 2023 which were open to all DCPS school leaders as an opportunity to directly meet with candidates for their vacancies.

37. **(a) Provide a list of all DCPS grantmaking authorities for fiscal year 2023 and for fiscal year 2024 (through January 31). For each, identify the statutory or regulatory authority for the grant and describe the purpose of the grant. (b) Provide, in table form, a list of each grant awarded by DCPS in fiscal year 2023 in fiscal year 2024 (through January 31), including:**
   (1) Grantee name;
   (2) Dollar amount of the grant; and
   (3) Source of funds for the grant by program and activity.

DCPS did not award any grants in FY23 or to date in FY24.

38. **For each contract awarded or option period exercised by DCPS in an amount exceeding $1 million, in table format, each for calendar year 2022, 2023, and 2024 (through January 31) provide the following:**
   (a) Vendor name;
   (b) Brief description of services;
   (c) The award amount included in the contract approved by the Council;
   (d) The actual dollar amount expended under the contract or option period; and
   (e) Where a modification to the dollar value of the contract was exercised for less than $1 million, the dollar amount of the modification.

Please reference Attachment Q38 – Contracts Over $1M.

Fiscal Year 2022:

Vendor Name	Contract #	Description	Payment Amount	Award Amount	Modification Amt.
HI-TECH SOLUTION INC.	GAGA-2021-C-0157	SMART_ Interactive Boards	$2,567,040.60	$2,587,290.60	N/A
DC CENTRAL KITCHEN INC	GAGA-2016-C-0036A-2	FSMC (DC Central Kitchen) Extension Contract 10/1/2021-6/30/2022	$3,330,403.17	$5,546,148.77	N/A
SHARP Electronics Corp.	GAGA-2021-T-0040	City Wide School Copier Contract - SY22	$2,157,478.80	$2,157,478.80	N/A
SODEXO_MAGIC LLC	GAGA-2016-C-0036A-1	FSMC (Sodexo) Extension Contract 10/1/2021-6/30/2022	$30,026,134.20	$34,381,908.85	N/A
SODEXO_MAGIC LLC	GAGA-2022-C-0259	FSMC_Summer Services and Start of SY 22/23	$5,565,408.81	$6,641,047.03	N/A
MAXIM HEALTHCARE SVCS	GAGA-2022-E-0096	FY22_DCPS COVID Contact Tracing Services (emergency)	$6,323,521.30	$7,717,398.00	N/A
Milestone Therapeutic Services	GAGA-2020-C-0016	FY22_ Occupational Therapy/Physical Therapy	$2,792,918.00	$2,792,918.00	N/A
T-MOBILE USA INC.	GAGA-2021-T-052	LTE and Hotspots	$1,783,062.93	$1,907,416.00	N/A
FreshFarm Markets INC	GAGA-2021-C-0206	FoodPrints Program	$1,843,987.44	$1,233,517.24	N/A
Security Assurance Management	CW52393	FY22_Security_SAM	$16,811,234.99	$19,462,290.34	N/A
IIU CONSULTING INC	GAGA-2022-C-0224	COVID Response Facilitators	$1,577,200.00	$1,602,399.00	N/A
MVS INC	GAGA-2022-C-0132	SY22-23 Student Devices Lenovo13W	$8,533,471.30	$8,533,471.30	N/A
Accelerate Learning Inc.	GAGA-2022-C-0003	Science Kits	$1,610,145.00	$1,610,145.00	N/A
TAMAH LLC	GAGA-2022-E-0032	Dedicated Paraprofessionals / Aides	$1,269,593.75	$1,269,593.75	N/A
Smart Start Education LLC	GAGA-2022-C-0026	Substitute Teachers	$1,972,140.05	$1,972,140.05	N/A
Security Assurance Management	GAGA-2022-C-0048	School Security Services (Base Yr – School Start)	$3,569,478.83	$5,669,260.80	N/A
ODP Business Solutions, LLC	GAGA-2022-T-0317	SY 2Teacher Supply Cards	$1,134,000.00	$1,134,000.00	N/A
Maxim Healthcare Svcs	GAGA-2022-E-0018	Emergency Contract_	$7,654,129.60	$7,654,129.60	N/A
Maxim Healthcare Svcs	GAGA-2022-C-0142	Health Services_ COVID Responder _Summer thru School Start	$3,970,955.56	$4,057,912.00	N/A
VISION SECURITY SOLUTIONS LLC	C15185-V5	Security _Cameras	$1,530,905.00	$1,530,905.00	N/A

Fiscal Year 2023:

Supplier Name	Title - Description	Contract No.	Council Award Amount	Amount Expended Under Contract or Option	Modification Less Than $1M
CDW GOVERNMENT INC	ODT_FY23_Local_Need by 11/1/22_Microsoft License Renewal_EducatetheWholeChild	GAGA-2020-T-0125	$1,224,763.68	$1,224,763.68	N/A
CURRICULUM ASSOCIATES LLC	K-8th grade English Language Arts and Math Diagnostic Assessments Platform	GAGA-2021-C-0074	$1,336,373.55	$1,336,373.55	N/A
DC CENTRAL KITCHEN INC	Food Services Management (SY22-23)	GAGA-2022-C-0260	$5,517,905.30	$4,517,906.65	N/A
DC CENTRAL KITCHEN INC	Food Services Management (SY23-24)	GAGA-2023-C-0248	$2,120,152.35	$2,120,152.35	N/A
HI-TECH SOLUTION INC.	SMART Interactive Boards	GAGA-2021-C-0157	$6,800,941.00	$6,800,941.00	N/A
GORDON FOOD SERVICE INC.	Grocery Food Distribution	GAGA-2022-T-0067	$1,731,473.26	$1,731,473.26	N/A
MAXIM HEALTCARE SERVICES	COVID Temp Support (OPY1)	GAGA-2022-C-0142	$12,439,784.00	$12,439,784.00	N/A
MILESTONE THERAPEUTIC SER	Occupational Therapy / Physical Therapy	N/A	$1,354,386.30	$1,354,386.30	N/A
SECURITY ASSURANCE MANAGEMENT	Security Services (SY 22-23 _ OPY1)	GAGA-2022-C-0048	$23,769,885.60	$24,745,088.24	$975,202.64
SHARP ELECTRONICS CORPORATION	CityWide School Copier Contract _ OPY1	GAGA-2021-T-0040	$2,157,449.80	$2,157,449.80	N/A
SODEXOMAGIC LLC	Food Services Management Company	GAGA-2022-C-0259	$36,557,426.35	$36,557,426.35	N/A
SODEXOMAGIC LLC	Food Services Management Company (SY 23-24 School Opening)	GAGA-2023-C-0295	$4,963,141.06	$4,963,141.06	N/A
TAMAH LLC	Dedicated Aides and Nurses (OPY1)	GAGA-2022-C-0186	$4,551,238.50	$4,551,238.50	N/A
VISION SECURITY SOLUTIONS LLC	Security Surveillance and Video Management Software Services (OPY4)	GAGA-2019-C-0010	$1,152,738.72	$1,152,738.72	N/A

Fiscal Year 2024:

Supplier Name	Title - Description	Contract No.	Council Award Amount	Amount Expended Under Contract or Option	Modification Less Than $1M
ARAMARK EDUCATIONAL SERVICES. LLC	Food Services Management (Base Year)	GAGA-2022-C-0385-A	$7,543,352.34		N/A
CDW GOVERNMENT	Microsoft Licenses	GAGA-2021-T-0040	$1,290,672.15		N/A
CURRICULUM ASSOCIATES LLC	K-8th grade English Language Arts and Math Diagnostic Assessments Platform	GAGA-2021-C-0074	$1,728,789.50		N/A
DC CENTRAL KITCHEN INC	Food Services Management (SY24)	GAGA-2022-C-0385-B	$6,348,521.58		N/A
DC CENTRAL KITCHEN INC	Food Services Management (SY23-24)	GAGA-2023-C-0248	$2,120,152.35	$1,467,480.05	$505,800.90
GORDON FOOD SERVICE INC.	Grocery Food Distribution	GAGA-2022-T-0067	$1,800,170.65		N/A
MILESTONE THERAPEUTIC SER	Occupational Therapy / Physical Therapy	GAGA-2023-C-0430	$1,588,276.00		N/A
SECURITY ASSURANCE MANAGEMENT	Security Services (SY23-24 _ OPY2)	GAGA-2022-C-0048	$28,817,851.09		N/A
SHARP ELECTRONICS CORPORATION	CityWide School Copier Contract _ OPY3	GAGA-2021-T-0040	$2,157,499.80		N/A
SODEXOMAGIC LLC	Food Services Management (SY23-24 _ School Opening and Fall Services)	GAGA-2023-C-0295	$12,560,176.19	$9,542,763.13	$999,000.00
SODEXOMAGIC LLC	Food Serrvices Management (SY24 _ Base Yr)	GAGA-2022-C-0386-C	$17,540,018.69		N/A
TAMAH LLC	Dedicated Aides and Nurses (OPY2)	GAGA-2022-C-0186	$5,798,257.50		N/A
VISION SECURITY SOLUTIONS LLC	Security Surveillance and Video Management Software Services	GAGA-2023-C-0312	$1,959,407.00		N/A

Enrollment and Budget

39.   **Provide the following, in table form, for each school by grade:**
   (a) DCPS student enrollment for School Year (SY) 22-23 (based on the final audited enrollment report) and SY23-24 (audited);
   (b) The enrollment projections for SY24-25;
   (c) Summer school enrollment for the previous three school years; and,
   (d) The summer school enrollment estimated for 2024.

Audited student enrollment for School Year (SY) 22-23 is posted on the DCPS website annually here. Please reference Attachment Q39 – Enrollment.

Summer School Enrollment for Previous Three Years and Projected				
Grade Level	2021 Enrollment	2022 Enrollment	2023 Enrollment	2024 Projected Enrollment
ES (K-5) (20/21 Virtual only)	354*	2117*	1713*	1720
MS (6-8) (2022 & 2023 includes both enrichment and academic recovery students	117	878	866	850
HS (9-12)	2286	1854	1742	1700
Extended School Year (ESY)	1008	1000	1002	1000
English Learner Summer Academic Program (ELSAP)	684	650	749	780
*Enrolled and participated 5 days or more				

40. How many and what percentage of students applied through the lottery SY21-22, SY22-23, and SY23-24? For 1) the DCPS out-of-boundary lottery (K-12), 2) application, and 3) pre- K lottery.

MySchoolDC Lottery Applications			
Category	SY21-22	SY22-23	SY23-24
# of students who applied to out-of-boundary lottery (K-12, including selective schools)	8,881	10,090	10,543
# of students who applied to selective HSs (9-12)*	2,519	2,792	2,592
# of students who applied to PK3 or PK4 lottery	5,905	5,895	5,917

Please note that the number of students who applied to selective high schools is a subset of the number of students who applied in the out-of-boundary lottery to K-12 schools.

41. For each school, please identify how additional funds provided by Schools First in Budgeting and the at-risk concentration weight were utilized for SY23-24.

Please reference Attachment Q41 – Additional Funds.

42. Please provide an accounting of all policy and personnel changes made to improve contract and procurement procedures at DCPS for FY23 and FY24 (through January 31).

Since DCPS became aware of procurement challenges, especially related to procurement over one million dollars, which requires Council approval, DCPS has dedicated additional resources to strengthen its oversight, evaluation, and operation of its procurement program. DCPS relies heavily on its procurement division to provide resources to support the 117 schools in its portfolio and associated central services program necessary to ensure academic and social success for our students.

As a part of that effort, the DC Deputy Mayor of Education engaged the BerryDunn Accounting and Procurement team to conduct a third-party audit of DCPS procurement practices. BerryDunn is full-service accounting, assurance and consulting firm who has experience working with other public sector agencies in auditing and strengthening their procurement processes. DCPS appreciates the work of the BerryDunn team over the last six months and the collaborative approach to determining recommendations that will help DCPS be successful in the future. Concurrently with the work of the auditor, since the spring of 2023, DCPS has focused on its oversight and quality improvement of the contracting process. Key vacancies in the Contracting and Acquisition team have been filled, additional procedures and training has been developed, oversight tools have been implemented, and the management of the division has been shifted within the DCPS organization to provide additional oversight. These activities, combined with the validation of these actions by the BerryDunn team have supported significant improvements in our contracting process. DCPS has also implemented a quality assurance program managed by staff outside of the Contracting and Procurement Division who have a responsibility to audit procurements and assist with the implementation of recommendations to support the Contracting and Procurement Division.

The BerryDunn team identified three major deficiencies that led to the breakdown of Council approval including 1) confusion and lack of documentation regarding exceptions made during the COVID-19 pandemic related to Council approval; 2) challenges related to the Council package submission process including DCPS staffing challenges; 3) lack of document management procedures, and timing of contract review by agencies outside of DCPS.

In addition to the specific deficiencies noted regarding the Council approval process, the BerryDunn team identified eight findings which impacted the overall health of the DCPS procurement process and provided recommendations. These findings and associated recommendations are aligned with the quality improvement work that DCPS has been focused on since the spring. The status of DCPS's implementation of the recommendations is documented below.

1. Substantial procurement staff vacancies.

BerryDunn recommends that DCPS C&A place a focused effort on filling the existing vacant positions within the C&A team.

DCPS Response: DCPS concurs with this recommendation. In the past, staff turnover has been higher than optimal levels within DCPS Contracts & Acquisitions, but DCPS continues to aggressively recruit and fill vacancies including recently filling the Director of Contracts position, a key position responsible for the daily oversight of contracts. DCPS Contracts and Acquisitions is in the selection phase for currently vacant positions and will continue to aggressively recruit when additional vacancies are present.

BerryDunn recommends that DCPS C&A have a consistent process for evaluating and providing managers with contracting authority at varying dollar thresholds.

DCPS Response: DCPS concurs with this recommendation. DCPS has worked to provide three additional personnel with extensive contracting experience. This effort aims to better distribute the workload among staff and DCPS continues to assess opportunities for additional improvements in this area. In addition, DCPS will continue to provide contract warrants as appropriate while balancing the need for a high-level of control of contract execution.

2. Inconsistent procurement processes.

BerryDunn recommends that DCPS C&A formally adopt a set of procurement procedures maintained and updated by the Deputy Chief of C&A to help ensure consistent procedures are being followed by Contract Specialists and other staff within DCPS C&A.

DCPS Response: DCPS concurs with this recommendation. DCPS recently published the first version of its procurement procedures manual which provides standardized guidance to DCPS Contracts and Acquisitions personnel on developing and executing contracts. Since the renewed focus on procurement processes, C&A staff have received training on various procurement topics and DCPS C&A staff recently received additional trainings on the procedure manual. Additionally, DCPS executive leadership received procurement training through the DC Office of Contracts and Procurement to ensure that key leadership is aware of procurement regulations. Finally, our quality assurance process, where we will conduct external reviews of at least 10% of all of our procurements, will continue to reinforce the procedures.

3. Lack of training requirement [for procurement staff].

BerryDunn recommends that DCPS C&A develop a detailed training plan for new hires and all levels of existing personnel.

DCPS Response: DCPS concurs with this requirement. While DCPS partners with the District's Office of Contracts and Procurement (OCP) to provide some training for DCPS staff, DCPS has developed a training requirement matrix to inform training requirements of all Contracts & Acquisitions personnel. DCPS is now providing regular training to Contract Personnel and has begun developing quick action guides for use both internal and external to the DCPS contracts team.

4. Inconsistent performance evaluation practices [for C&A staff].

BerryDunn recommends that DCPS C&A establish a recurring standardized performance evaluation process. Currently, performance evaluations and supervisor-employee discussions lack consistency and do not follow a regular schedule.

DCPS Response: DCPS concurs with this recommendation. While DCPS has strong performance evaluation policies, the Contracts & Acquisition did not effectively implement these policies in past performance cycles. As of January 2024, DCPS contracts and acquisitions achieved 100% compliance with conducting mid-year performance evaluations. Moving forward, OFS leadership will continue to emphasize and closely monitor the status of performance reviews, including documenting adherence to the performance management process in management performance evaluations.

5. Misunderstanding of process for procurements with funding delays.

BerryDunn recommends DCPS C&A provide training to personnel focused on the specific requirements associated with the procurement funding process.

DCPS Response: DCPS concurs with this recommendation. DCPS has been especially cautious of violating the District's Anti-deficiency law which requires funds to be available prior to issuing a solicitation or executing a contract. Due to PASS operational mechanisms, procurement requirements are not available to contract specialists until such time the OCFO has certified funding which has led to significant delays. We continue to work with the OCFO and contract specialists to ensure that we are balancing anti-deficiency requirements and imperative to move contracts forward.

6. Inefficient process for the transmittal, tracking, and storage of contract documents.

BerryDunn recommends that DCPS implement a centralized and standardized document management system for procurement documents.

DCPS Response: DCPS concurs with this recommendation. DCPS has reinforced the use of milestone charts to track procurements over $100,000. Due to limitations in the PASS system, tracking of procurements must be done external to the system. DCPS is exploring other platforms that can be used with PASS to provide additional tools to track the procurement lifecycle and automate compliance tracking. These tools will provide additional monitoring and quality assurance tools to ensure

compliance with District laws and regulations. In the interim, DCPS closely monitors any procurements exceeding $500,000 requiring and has updated its contract package checklist to ensure that documents are maintained as required.

BerryDunn also recommends that DCPS C&A establish a system for tracking procurements throughout their life cycle, including the Council approval process.

DCPS Response: DCPS concurs. See response 6 for additional information.

7. Lack of a quality assurance process.

BerryDunn recommends that DCPS C&A establish a formal process for routine QA reviews of processed procurements.

DCPS Response: DCPS concurs with this recommendation. DCPS onboarded a new position on December 4, 2023, who is responsible for the Contracts & Acquisition audit and quality assurance portfolio, in addition to other cross office responsibilities. This position reports directly to the Chief of Fiscal Strategy and is independent of the C&A Division and will be responsible for a review of a representative sample of procurements of all dollar values. The audit and QA program will help inform training and process improvements. In addition, since July 2023, all procurements over $500,000 now require a secondary approver review prior to a purchase order being issued in PASS. DCPS is currently in the process of conducting quality assurance reviews on 25% of all FY24 procurements as part of its continuous quality improvement process and will maintain quality assurance reviews as part of its oversight of the procurement program.

8. Lack of acquisition planning process.

BerryDunn recommends that DCPS C&A establish a process for programs to notify DCPS C&A when they begin the market research phase, helping DCPS C&A to anticipate an upcoming solicitation. DCPS C&A could use a more formalized process for connecting the budget process to procurement planning. A procurement tracking tool, separate from PASS, would help to project the solicitation phase of the procurement, based on when the goods or services are required.

DCPS Response: DCPS concurs with this recommendation. DCPS began implementing acquisition planning in the Spring of 2023 to better inform future procurement planning and continues to refine the process. High value procurements once initiated are tracked on a weekly basis and reported to leadership and the City administrator's office. DCPS Office leaders are now required to conduct annual acquisition planning that coincides with the budget approval process and quarterly certify any procurement needs over $100,000. The DCPS operational finance team, in partnership with the procurement team routinely follows up on planned procurements.

Finally, while the third-party audit was not designed to detect fraud, we appreciate BerryDunn noting that there was no fraud observed during its evaluation of procurement samples.

The third-party audit confirms much of what DCPS has learned over the last 11 months regarding challenges in its procurement process and we appreciate the partnership with BerryDunn in completing this audit.

The procurement leadership team and the Chief of Fiscal Strategy meet at least twice a month to discuss progress being made on bolstering the procurement system. This commitment to continuous quality improvement and focus on the procurement system will help to ensure that DCPS can continue to conduct procurements in a manner which is compliant with all District laws and regulations.

43. **Please provide a summary of investments made using Federal COVID-19 relief funds since FY20. Please distinguish, by category, investments made by school leaders and investments made by DCPS Central Office, and any outcomes associated with the investment.**

Additional information regarding DCPS expenditures can be found at https://dcpsbudget.com/budget-data/central-office-budgets/covid-19-agency-budget-additions/ and https://osse.dc.gov/page/lea-esser-dashboard.

Summary of Investments Using Federal COVID-19 Relief Funds					
Program or Initiative	*Description*	*FY 2021 Expenditure Actual*	*FY 2022 Expenditure Actual*	*FY 2023 Expenditure Anticipated*	*FY 2024 Budgeted*
Recovery and Acceleration Funding for School Budgets	School-based acceleration and recovery activities as well as budget assistance, hold harmless funds, and acceleration support.	$2,860,869	$3,138,298	$8,208,434	$6,999,962
Academic Acceleration and Social Emotional Learning for the Whole Child	Implementing a Multi-Tiered System of Supports (MTSS) that includes academic and social emotional learning strategies designed to accelerate student learning during the school year and summer.	0	$6,462,730	$11,939,692	$12,175,704
ELi Technology Plan and IT Support	Supporting the Empowered Learners Initiative (ELi), a comprehensive multi-year investment to close the digital divide by expanding technology access, enhancing curriculum, providing teacher PD, and offering information and access for families.	0	$17,328,691	$1,911,208	$20,233,560

Safety and Operations	Funding activities to promote health and safety and maintain school operations in response to the COVID-19 pandemic, including swing transportation, deep cleaning of schools, central staffing, and equipment purchases.	$7,200,000	$15,692,877	$10,833,042	$19,235,644
Differentiated Family and Student Supports	Engaging families and students in targeted school communities to build confidence and establish stronger relationships post pandemic. Promote enrollment operations and growth across all District schools.	0	$490,334	$2,041,091	$836,264
Local Replacement for Council Cuts	ESSER funds will be used to replace Local items, as directed by DC Council.	0	0	0	$32,041,144
Projected Carryover					$15,356,226
		$10,060,896	$43,112,930	$34,933,470	$106,878,504

44. **Provide the total amount of Federal Title funds allocated to and spent by each school in FY23 and FY24 (through January 31st).**

Please reference Attachment Q44 – Title Funds.

Health and Safety

45. **Describe any changes made in the last fiscal year to DCPS' practices for Medicaid billing. In particular, please provide the following information on Medicaid billing for school-based services:**
    (a) **DCPS's total Medicaid billing and total Medicaid received for FY22, FY23, and FY24 (through January 31);**
    (b) **A list of the 20 most frequently billed Medicaid reimbursable school-based services;**
    (c) **A school-by-school breakdown of Medicaid billing that was billed and received for FY22, FY23, and in FY24 (through January 31).**

As of January 31, 2024, DCPS has not billed for any services for this fiscal year. Medicaid Billing for FY24 is in the process of being updated due to the implementation of a new special education system called Power Schools Special Programs. Providers have been assigned new and unique identification codes

known as USFI. The delay stems from the necessity to incorporate these new provider IDs into the billing system. Please reference Attachment Q45 – Medicaid.

Total Medicaid Billing and Amount Received		
Fiscal Year	*Amount Billed*	*Amount Received*
FY22	$17,841,122.83	$12,994,356.45
FY23	$20,607,159.58	$15,380,623.47
FY24	-	-

46. **Please provide an update on how DCPS is monitoring implementation of the Student Fair Access to School Amendment Act of 2018.**

- Stakeholder Engagement, Policy Development and Training
  - DCPS analyzed the Student Fair Access to School Amendment Act, consulted innovative school districts from around the country, and researched the most effective evidence-based practices to align with the new law.
  - DCPS convened hundreds of stakeholders over the course of SY21-22 to receive feedback from our community about how best to apply the new law to our systems, practices, and policies.
  - DCPS published the Safe and Positive Schools Policy for SY22-23 that integrates provisions of the new law and provides guidance to schools and the community about the necessary supports to ensure all students meet their full potential and how to use exclusionary practices as a last resort.
  - DCPS also developed a two-week Transforming School Culture Institute to train all behavior staff and school security officers in Summer 2022 and 2023, along with a weekly training for any new staff on our Student Behavior Tracker and Safe and Positive Schools Policy.
  - DCPS also created a comprehensive set of resources and tools available to all staff on our internal website and our Canvas page.

- Monitoring
  - Members of the Learning & Development Sciences team monitor the DCPS Data Analysis Center (DDAC) and Panorama to provide frequent updates on student discipline data to school leaders. Consistent attention to the data provides an opportunity to discuss both student level interventions and school-wide discipline practices, including adherence to the law. In order to ensure effective monitoring, DCPS has designed the DDAC to provide daily updates on our student discipline data. This platform monitors the following metrics: Year-to-date (YTD) out of school suspensions (OSS), OSS by subgroups, OSS that are awaiting administration actions, and OSS by infractions. The Learning & Development Sciences analyzes this data weekly and collaborates with schools with the greatest need for interventions and strategies to address student discipline practices.
  - DCPS will continue to train staff on the implementation of the law and provide ongoing training and technical support throughout the school year. In addition to training staff on the compliance requirements of the Act and updates to Chapter 25, DCPS will focus trainings on developing and implementing school-wide positive behavior support models, training staff on the whole child approach and trauma-informed best practices, and equipping students with the ability to develop the skills necessary to effectively manage conflict and stress. DCPS remains dedicated to maintaining its training initiatives in restorative practices. Presently,

culture team members at all 116 DCPS schools have completed training in this methodology. We aim to enhance this training and facilitate certification opportunities. To facilitate this objective, DCPS has collaborated with the International Institute for Restorative Practices (IIRP), which has certified members of our central service team to deliver training.

- OSS Protocol to Interrupt Exclusionary Practices
  - To ensure compliance and intervene with students incurring additional days of OSS, DCPS created and is implementing a protocol to support students with 1-5 days, 6-10 days, 11-15 days, 16-20 days, and 20+ cumulative days of OSS
    - 1-5 Days of OSS—in class and school support team intervention(s)
    - 6-10 Days of OSS—team collaboration to develop more intensive intervention(s)
    - 11-15 Days of OSS—Develop and then implement Functional Behavior Assessments (FBA)/ Behavior Intervention Plans (BIP)
    - 16 Days—IS Led Conference with Central Services experts and Principal
    - 16-20 Days—Develop and analyze comprehensive interventions, progress monitor all interventions
    - 20+ Days—Deputy Chancellor/Chancellor approval meeting
  - Once implemented in Spring 2023, very few of the students (9 of 60) who had IS led Conferences ended up with more than 20 cumulative days of OSS

- Changing Practices
  - DCPS seeks to create a safe and positive learning environment based on universal respect and proactive, restorative practices that promote positive social and emotional skills as well as meet students' varied academic, behavioral, and developmental needs with tiered support and interventions.
  - DCPS has experienced many of the challenges related to community violence during and after the pandemic, particularly with middle school age young people.
  - We have studied the research about the most effective evidence-based practices for supporting students and maximizing learning, and have codified a set of Core Practices, including:
    - Student Relationship Structure
    - Trust-Building Interactions
    - Co-Regulatory and Restorative Practices
    - Expectations, Norms, and Routines
    - Interventions and Enrichments
  - In the schools that have fully embraced these practices, we are seeing significant impact in mitigating these challenges already
  - As part of DCPS Becoming, DCPS launched a pilot in 40 schools this year, with 20 schools supported by our Becoming team and 21 supported by Transcend

- SMH and RP Collaboration
  - School Mental Health teams collaborate with Restorative Practices Specialists to monitor suspension data and alert school wellness teams when a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) is required at 10 days of out-of-school suspension pursuant with the law. In SY 23-24, the School Mental Health team is working with Frontline Education, our system of record, to integrate suspension data and automate 5 and 10-day suspension alerts to school social workers and School Behavioral Health Coordinators (SBHCs)

in the Provider Management Application used to track interventions conducted by school mental health staff. This will enable school teams to intervene earlier.

o In the event that a student's actions, behaviors or circumstances warrant involuntary, immediate involuntary or victim transition the Student Placement Team works collaboratively with School Mental Health and other stakeholders to ensure that students are properly on-boarded at the receiving school (i.e., administrative conferences, knowledge transfers between schools, individual student safety plans, and academic/attendance/discipline progress monitoring). Additionally, we evaluate whether there is a need for additional support from agency partners (DYRS, Court Services, DBH, DHS and/or CFSA) or community-based organizations.

47. **What is DCPS's policy and procedure for initiating an involuntary transfer of a student? For SY22-23 and SY23-24 (through January 31), how many involuntary transfers were initiated by DCPS? Of those, how many were appealed by the student's family? Of those appealed, provide data reflecting the outcomes of review.**

The District of Columbia Public Schools follows the policies and protocols defined by the District of Columbia Municipal Regulations (DCMR) as it pertains to both Involuntary Transfers (S-E2107.1 – S-E2107.7) and Immediate Involuntary Transfers (S-E2108.1 – S-E2108.4). A school principal has the discretion to request an involuntary transfer whenever a student's behavior is counterproductive to school culture/climate or if the safety, or welfare of the students/staff may be disturbed by maintaining the student in their current school placement. Immediate involuntary transfers may also be requested by the school principal whenever a student is charged with or accused of a criminal offense, either as a juvenile or an adult. Involuntary and immediate involuntary transfers require the approval of the Instructional Superintendent, or Chancellor's Designee. In cases involving students with disabilities, placement changes are driven by programmatic needs and levels of service. It is also important to note that parents/legal guardians/adult students have the right to appeal all proposed transfer actions. All aspects of the appeal process are clearly articulated and explained to all stakeholders at the time of the administrative conference, where the circumstances leading to the request are discussed. The parents/legal guardians/adult student receive a copy of all items assembled in the transfer packet (i.e., electronic and/or hard copy).

Involuntary Transfers Initiated by DCPS		
Transfer Type	SY22-23	SY23-24
Involuntary	109	40
Immediate Involuntary	29	18
Total	138	58
Appeal Requests	9 (1 Overturned)	10 (1 Overturned)

48. **Describe how DCPS, through its role on the Coordinating Council on School Mental Health, is working to support the expansion of School-Based Behavioral Health expansion program in DCPS schools. Please also provide any barriers or concerns of DCPS schools with regards to the expansion and the DCPS measures or policies put in place to overcome those barriers.**

The Coordinating Council was established to lead the charge to develop a plan for the expansion of school behavioral health and the implementation of that plan across both public and public charter schools in the District.

Advancing the expansion of school-based behavioral health through the Coordinating Council has provided opportunity for collaboration across government, private, and community sectors in ways that have been very meaningful for practical implementation at the school level. Our students have reaped the benefits of the system improvements and services made available by this co-creating Council.

1. Advocacy and Input: As co-lead for the implementation committee, DCPS contributes its expertise and insights regarding the specific needs and challenges faced by our schools. We advocate for initiatives or strategies we believe would benefit our staff and students the most. In addition to advocacy and input from Central Services, DCPS school-based mental health staff provide survey feedback when asked. The most recent example was the ARROW grant workforce assessment survey, where DCPS staff accounted for 258, or 67%, of the 384 respondents. The ARROW grant will afford DCPS with funding to focus on strengthening recruitment through university partnerships, as well as stipends for mental health interns, stipends for new mental health hires who participate in a cadre of first year clinicians, and a one-time retention bonus for 466 current School Counselors, School Social Workers, and School Psychologists.
2. Implementation of Council Recommendations: DCPS is responsible for implementing/integrating the recommendations and guidelines set forth by the Council within our 117 schools. For example, the Director, School Mental Health Expansion serves as the main point of contact for School Behavioral Health Coordinators (SBHC) and community partners at every school. In that role, the Director is responsible for dissemination of information coming out of the Council to Coordinators, problem solving with them both individually and collectively, working with schools to sustain partnership relationships, and providing tools and resources to support SBHCs in their roles.
3. Resource Allocation: DCPS has played a pivotal role in advising the Council on resource allocation methodology. We have shared valuable process and practice information that has influenced how resource allocation is approached from a district perspective. DCPS' presence on the Council has also resulted in recommendations and decisions on pilot staffing models due to workforce shortages.
4. Sharing Best Practices: DCPS shares successful strategies or programs implemented in our schools that have effectively supported students' behavioral health, contributing to the collective knowledge of the council. Most recently this has included data from two consecutive School Behavioral Health Coordinator workload surveys. DCPS has also included community partners in some pre-service and other training opportunities for the benefit of a coordinated approach to school mental health.

Given this participation, some concerns, or barriers for DCPS schools regarding the expansion of school-based behavioral health services include:

1. Partner Vacancies: Barriers to expansion include continued vacancies across both the DBH School-Based Behavioral Health Program (SBBHP) and the community-based organizations schools rely upon to support mental health programming in our schools. As of January 23, 2024, there are 8 DBH program vacancies (< 2 from this time last school year) and 35 community-based organization vacancies. While these vacancies do not leave schools without any support because of DCPS' own workforce, it does reduce the school's ability to expand prevention and early intervention efforts.

2. School Behavioral Health Coordinator (SBHC) Requirement: SBHCs at DCPS were surveyed at the end of school years 21-22 and 22-23 to share their perspectives on 1) time spent in the SBHC role, 2) task identification within the role, and 3) SBHC position impact on current school role. The latest survey found that while 76% of respondents believe their current position is a good fit for the SBHC role, 65.2% feel the assignment of the role has an impact on their ability to fulfill the responsibilities of the position they were hired to perform. Given that the vast majority of assigned SBHCs are school-based mental health team professionals, the impact looks like decreased time to deliver direct services to students. This is a voluntary role, often one of many for school mental health staff. DCPS is exploring the following options to address this issue: 1) reducing auxiliary role assignments, and 2) providing some level of compensation for auxiliary roles.

3. Resource Alignment: Nuances in the DC expansion funding and resource model have presented unforeseen disparity challenges. We currently have several education campuses where, although operating under one school leader, they function as 2 separate schools. Under the current expansion model, they are counted as one school, and CBO partners are allocated funding for 1 FTE to cover both campuses. At schools like Oyster Adams Bilingual School, Cardozo Education Campus, and Columbia Heights Education Campus this has proven to be insufficient for the need. DCPS is exploring options with DBH to fully support both campuses in these instances.

4. Autonomy and Flexibility: Balancing the need for standardized approaches with the unique needs of individual schools has been a challenge. This challenge has been felt most by schools with historically low tier 3 caseloads, schools who support a disproportionate number of newcomer families who are uninsured, and schools with small or incomplete mental health teams (i.e. due to vacancies or staffing decisions). To address these challenges, we have held resource fairs for newcomer families and our CBO partner supervisors and DBH clinical specialists have supported schools with vacancies to the degree possible.

49. **For all DCPS schools participating in the School Behavioral Health Program, please identify by name and position the individual at each school who has been identified as the School Mental Health Coordinator, responsible for coordinating all school mental health efforts, including the completion of the School Strengthening Tool and Work Plan. Please include the following information:**
    (a) **Hours per week each individual has spent on this role;**
    (b) **Whether the individual received any additional compensation related to the role; and**
    (c) **If a school has not identified a School Mental Health Coordinator, the reasons why.**

    Hours spent as the School Behavioral Health Coordinators vary by school, time of year, and fluctuating workloads. Individuals do not receive compensation related to this role. For a list of individuals at each school who have been identified as the School Mental Health Coordinator, please reference Attachment Q49 – School Behavioral Health Program.

50. **Please provide, by school, during SY21-22, SY22-23, and SY23-24 (through January 31), in table form:**
    (a) **Each individual or community-based organization providing behavioral health services;**
    (b) **The personnel costs of these positions; and**
    (c) **The amount personnel costs reimbursed by Medicaid.**
    (d) **For each campus that lacks school-based behavioral and mental staff, please provide any plans that DCPS has to assist the schools to remediate their absence. Please provide a narrative description of such efforts in SY22, and to date in SY23.**

(e) **The type of service offered by the individual and/or community-based organization as well as the frequency with which those services are provided.**

Please reference Attachment Q50 – Behavioral Health Services.

Personnel Costs of Social Workers and Psychologists			
Position Type	*SY21-22*	*SY22-23*	*SY23-24*
WTU Social Workers (10 month)	$60,067 to $135,033	$60,067 to $135,033	$63,373 to $131,003
WTU School Psychologists (10 month)	$60,067 to $135,033	$60,067 to $135,033	$63,373 to $131,003
CSO School Psychologists (12 month)	$70,738 to $130,358	$70,738 to $130,358	$75,103 to $153,391

DCPS will complete the FY23 Medicaid cost settlement report by June 2024. In FY22, 55.3% of personnel costs were calculated toward service delivery for Medicaid-eligible students in Special Education and thus eligible for reimbursement through the cost settlement process.

DCPS Central Services employs a team of 24 itinerant Social Workers, School Psychologists, and Art Therapists who support schools that are without school mental health staff due to vacancies, unexpected resignations, and short or long-term leave. These staff deliver services, conduct assessments, and take part in meetings to fill the gap at the local school.

Schools that had vacant positions at the start of this school year were assigned itinerant staff who provide coverage support at least one day a week. Schools that later identified a vacancy were provided a form to request coverage for services identified. Our Central Services staff support vacant schools across the district and at our non-public schools responsible for DCPS students. DCPS Central Services has reached out to each principal at a school with mental health vacancies and asked them to complete a request form which allows us to plan using existing resources. This form takes account of the current resources at the school and the specific service gaps. Via the form, the school identifies the specific mental health support needs including services requested (i.e., functional behavioral assessment, behavioral support services, psychological evaluation, etc.). Central Services matches the school with an itinerant provider.

Additionally, DCPS leverages its partners to support student needs. There are over 150 partnering staff working in schools to supplement existing resources. These staff work collaboratively with school based mental health teams to provide prevention, early intervention, and intensive services.

51. **Provide a narrative explanation of any planning done in FY23 and FY24 (through January 31) to increase the number of students who are in compliance with all vaccination mandates for students.**

At the conclusion of immunization enforcement in 2022, DCPS held focus groups to hear directly from health suite and school staff. Based on that feedback, DCPS Central Services applied a few methodologies for enforcement FY23 and FY24.

- o Earlier engagement with schools
- o Concurrent dissemination of immunization information to Immunization POCs, Health Suite Staff, and Registrars.
- o Direct access for schools to view their data through DCH Immunization Compliance Portal
- o Tools and resources to update school websites vs the district DCPS website.

Additionally, we have been:

- o Conducting phone banking
- o Collaborating with DC Health and local health partners to continue to host on-site clinics
- o Providing early and frequent notification to families and schools whose students were out of compliance with vaccination requirements
- o Supported schools with establishing a school-based health teams and processes for tracking immunization compliance.

DCPS developed a data visualization dashboard for cluster superintendents, school leaders, and Immunization Points of Contact (IPOC-2) to monitor data, assess progress, inform public health planning and actions. In January, DCPS requested the support of Children's School Services Nurse Managers to review data supplied by the local school not aligned with the Immunization Compliance Portal. Nurse Managers and IPOCs are reviewing discrepancies to ensure that students that are in compliance do not remain in non-compliant status.

52.   **Provide in table form, by school, the percentage of the days in which the school had an registered nurse, licensed practical nurse, or health tech present on campus for SY22-23 and SY23-24 (through January 31). Please provide separate percentages for each category of healthcare worker.**

DC Health maintains attendance records for registered nurses, licensed practical nurses, and health techs. DC Health provided information on this topic to the Committee on Health in response to questions asked prior to its Performance Oversight Hearing.

53.   **Please provide the Committee with an update on DCPS's food and nutrition education programming during FY 2023. How many schools participated in the program in FY 2023, and how many are intended to participate in FY 2024? Please share this breakdown by ward. Was there more demand for participation from schools than funding levels would support?**

DCPS partners with organizations to provide food and nutrition education programming. For a list of participating schools and partners, please reference Attachment Q53 – Food and Nutrition Education Programming.

Teaching and Learning

54.   **Provide a list of the substantive dates in this year's bargaining of a new CBA. For instance, the date one of the parties requested that bargaining commence, the dates of each meeting between the parties, the dates that any proposals (including dates to meet/ negotiate) were submitted by one part to the**

other, etc. This includes meetings as well as communications by letter or email. Briefly describe the substance of each listing.

Per DC Code § 1–617.17, "All information concerning negotiations shall be considered confidential until impasse resolution proceedings have been concluded or upon settlement." DCPS cannot provide any more information at this time.

55. **For FY22, FY23, FY24 (through January 31), please provide an accounting of the agency's expenditures resulting from IMPACT (including, bonuses, management, oversight, and implementation).**

Expenditures Resulting from IMPACT			
Category	FY22	FY23	FY24 To Date
IMPACT Operations, Align, and Design Teams	$1,522,869	$1,681,023	$1,707,982
IMPACT Platform Developer	$169,936	$175,032	$180,294
Contract for "Value-Added" Calculations	$0	$0	$193,825
Staff and School Leader Printed Materials	$5,770	$11,745	$11,000
Contract to Support Student Surveys	$184,200	$195,000	$180,429
Video Library Platform	$8,400	$8,820	$9,261
Education Pioneer Contract	$0	$10,500	$10,700
School Leader – Principal Working Group Stipends	$0	$0	$25,000
Teacher IMPACT*plus* bonuses	$15,631,800	$17,108,600	$17,957,400
School Leader IMPACT*plus* bonuses	$2,438,750	$1,937,500	$1,627,500
Other Staff IMPACT*plus* bonuses	$1,917,550	$2,199,100	$4,196,200
Total	$21,879,276	$21,646,297	$26,099,592

56. **Provide, by school, what percentage of teachers improved their evaluation rating between SY21-22 and SY22-23? Please include data for each rating category.**

At the school level, the number of teachers earning a specific evaluation rating is small. Therefore, to protect the privacy of personnel and to promote the integrity of the evaluation process, DCPS does not publish data about evaluation ratings at the school level.

- District-wide 33% of teachers who were Effective in SY21-22 and returned as a teacher in SY22-23, improved their evaluation rating in SY22-23
- District-wide 65% of teachers who were Developing in SY21-22 and returned as a teacher in SY22-23, improved their evaluation rating in SY22-23
- District-wide 72% of teachers who were Minimally Effective in SY21-22 and returned as a teacher in SY22-23, improved their evaluation rating in SY22-23
- District-wide 78% of teachers who were Ineffective in SY21-22 and returned as a teacher in SY22-23, improved their evaluation rating in SY22-23

57. **For SY23-24 what actions did DCPS take to eliminate bias in IMPACT ratings?**

DCPS took several actions to eliminate bias in IMPACT ratings including:

- DCPS continued to work with the National Training Institute on Race and Equity (NTIRE) to ensure that all DCPS school leaders have received anti-bias trainings.
- DCPS has developed school specific IMPACT data dashboards allowing individual SL's to reflect on their schools IMPACT data through the lens of race, and gender. This tool exists alongside a Reflection Protocol to guide them.
- IMPACT team has provided targeted supports to school leaders identified by their superintendents. Of those supports include Learning Walks of which we've conducted 33 so date.
- The IMPACT team has worked with the Equity team to review rubrics used by school leaders – including both CSC rubrics and the Essential Practice rubrics
- EP Self Reflections - Optional self-assessments give teachers an opportunity to infuse more of their voice into the EP observation process.
- The IMPACT team has begun to review the Leadership Framework – the rubric that school leaders are evaluated on - as part of the multi-year review of the School Leader IMPACT evaluation system.

58. **List each school that received additional literacy personnel (Assistant Principals of Literacy, Reading Specialists, instructional coaches, etc.) as part of DCPS literacy goals in SY21-22, SY22-23, and SY23-24 (through January 31).**

DCPS is committed to ensuring all schools have specialized literacy supports. Please see the list of additional literacy personnel below. Please note that in SY2016-2017, DCPS launched the Assistant Principal – Literacy to provide content-specific coaching and support through LEAP with the goal of having all APs have an instructional focus and leading content-specific professional development in schools. Although the specific AP of Literacy role no longer exists, all schools have designated ELA instructional leads, for which some of the positions may be assistant principals, but most are full-time instructional coaches.

Reading Specialists/Reading Teachers		
SY21-22	*SY22-23*	*SY23-24*
Aiton ES	Amidon-Bowen ES	Amidon-Bowen ES
Amidon-Bowen ES	Ballou STAY	Ballou STAY
Anacostia HS	Barnard ES	Barnard ES
Ballou HS	Beers ES	Beers ES
Beers ES	Boone ES (2)	Boone ES (2)
Boone ES (2)	Browne EC (2)	Browne EC (2)
Browne EC	C.W. Harris ES	C.W. Harris ES (2)
C.W. Harris ES	Cardozo EC	Cardozo EC
Cardozo EC	Cleveland ES (2)	Columbia Heights EC (CHEC) (2)
Columbia Heights EC	Columbia Heights EC (CHEC) (2)	Dorothy Height ES
Eaton ES	Dorothy Height ES	Eaton ES
Ellington School of the Arts	Eaton ES	Eliot-Hine MS
Excel Academy	Eliot-Hine MS	Garfield ES
Garfield ES	Excel Academy	Hardy MS
H.D. Cooke ES	Garfield ES	Hearst ES (2)
Hearst ES		

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Hendley ES	H.D. Cooke ES	Hendley ES (2)
Hyde-Addison ES	Hearst ES	Hyde-Addison ES (1.5)
J.O. Wilson ES	Hendley ES	J.O. Wilson ES
Jefferson MS Academy	Hyde-Addison ES (1.5)	Jefferson Middle School Academy
Johnson MS	J.O. Wilson ES	John Lewis ES
Ketcham ES	Jefferson Middle School Academy	Johnson, John Hayden MS (2)
Kimball ES	John Lewis ES	Ketcham ES (2)
King ES	Ketcham ES	King, M.L. ES
Lafayette ES (2)	Kimball ES	Lafayette ES (3)
Langley ES	Lafayette ES (3)	Langley ES (1)
Luke Moore Alternative HS	Langley ES	Lorraine H. Whitlock ES
Mann ES	Luke Moore Alternative HS	Ludlow-Taylor ES
Marie Reed (2)	Malcolm X ES @ Green	Luke Moore Alternative HS
Maury ES	Mann ES	Malcolm X ES @ Green
McKinley MS	Marie Reed ES (2)	Mann ES
Moten ES	Maury ES	Marie Reed ES (2)
Murch ES	McKinley MS	Maury ES
Nalle ES	Miner ES	McKinley MS
Oyster-Adams Bilingual School Patterson ES	Moten ES	Miner ES
Payne ES	Murch ES (2.5)	Moten ES (1)
Randle Highlands ES	Oyster-Adams Bilingual School (2)	Murch ES (2)
Roosevelt HS	Patterson ES	Oyster-Adams Bilingual School (2)
Savoy ES	Randle Highlands ES	Patterson ES
Seaton ES	Roosevelt HS	Plummer ES (2)
Simon ES	Savoy ES	Randle Highlands ES
Stanton ES (2)	Seaton ES	Savoy ES
Stoddert ES	Simon ES	Seaton ES
Stuart-Hobson MS	Stanton ES (2)	Simon ES
Takoma ES	Stoddert ES	Stanton ES (2)
Thomas ES	Stuart-Hobson MS	Stoddert ES (0.8)
Turner ES	Thomas ES	Stuart-Hobson MS
Tyler ES	Turner ES	Thomas ES
Walker-Jones EC	Walker-Jones EC	Turner ES (3)
Watkins ES	Watkins ES	Watkins ES
John Lewis ES	Wheatley EC	Wheatley EC (2)
Wheatley EC		
Whittier ES		
Woodson, H.D. HS		

Literacy Lab		
SY21- 22	*SY22- 23*	*SY23-24*
Aiton	Amidon-Bowen	Amidon- Bowen
Amidon-Bowen	Boone	Beers
Boone	Brightwood	Boone
Brightwood	Browne	Brightwood
Browne	Burroughs	Browne

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Burroughs	CW Harris	Burroughs
CW Harris	Cleveland	C.W. Harris
Cleveland	Drew	Drew
Drew	Garfield	Garfield
Garfield	Garrison	Garrison
Garrison	Hendley	Hendley
Hendley	Houston	JO Wilson
Houston	J.O. Wilson	Langdon
JO Wilson	Ketcham	Moten
Ketcham	Langdon	Stanton
Langdon	LaSalle-Backus	Truesdell
LaSalle- Backus	Miner	Turner
Miner	Moten	Walker- Jones
Moten	Payne	Wheatley
Payne	Raymond	Van Ness
Raymond	Savoy	
Savoy	Smothers	
Smothers	Stanton	
Stanton	Takoma	
Takoma	Thomas	
Thomas	Truesdell	
Truesdell	Turner	
Turner	Walker- Jones	
Walker- Jones	Wheatley	
Wheatley	Whitlock (formerly Aiton)	

Reading Partners		
SY21-22	*SY22-23*	*SY23-24*
Beers	Beers	Garfield
Bunker Hill	Bunker Hill	Leckie
Burrville	Dorothy Height	Malcolm X
Dorothy Height	Excel	Marie Reed
Excel	H.D. Cooke	Miner
H.D. Cooke	Kimball	Powell
Kimball	Malcolm X	Plummer
Malcolm X	Marie Reed	Seaton
Marie Reed	Patterson	Van Ness
Patterson	Payne	
Payne	Plummer	
Plummer	Seaton	
Seaton	Simon	
Simon	Van Ness	
Turner	Whittier	
Van Ness		
Whittier		

59.   **Please provide, in table form, math and literacy proficiency rates for grades 1-10 by school and grade.**

Please reference Attachments Q59A – DIBELS Proficiency Rates, Q59B – Reading Inventory Proficiency Rates, Q59C – iReady Math Proficiency Rates, and Q59D – PARCC Proficiency Rates.

60.   **Please provide in table form, by school, during SY22-23 and SY23-24 (through January 31):**
        (a) **The number of students eligible for learning devices at a ratio of 1:1;**
        (b) **The number of those devices in operation:**
        (c) **The number of students eligible for learning devices at a ration of 3:1; and**
        (d) **The number of those devices in operation.**

Available Student Devices		
Category	*SY 22-23*	*SY 23-24*
Students in Grade 3 and above (1:1)	33,947	33,718
Students in Grade 2 and below (3:1)	18,280	18,380
Total devices needed to maintain student-to-device ratio	40,041	39,845
Number of device available at school for students	48,604	52,231

61.   **Please provide an update on DCPS' achievement and progress of the three domains and 14 priority areas identified in the DCPS Technology Plan 2023-2026.**

From the start of SY2023-2024 to present, DCPS has accomplished several key pieces of work across the three domains of the Technology Plan, including:

Domain	Key Achievements To-Date
1: Technology Infrastructure	• DCPS organized bimonthly huddles for school Tech points of contact (POCs) and EdTech POCs to discuss topics around device distribution and to encourage collaboration and resource-sharing. • DCPS launched the DCPS Digital Citizenship Family Portal, designed to support students around their technology use. The portal includes a new course for students on device use and care.
2: Technical Supports & Training	• DCPS piloted two technology courses for DCPS staff, one focused on digital citizenship and digital intelligence and the second focused on technology integration in the classroom. • DCPS developed a "Tech Hub" that includes knowledge base materials and self-paced trainings for school staff and teachers.
3: Student Learning	• DCPS hosted two Parent University workshops focused on technology frequently asked questions. • DCPS organized mandatory competency-based professional development sessions on Canvas course set-up and Canvas Course Companions for teachers.

The below table provides additional details around DCPS' progress of the three domains and 14 priority areas for SY2023-2024. The anticipated timeline noted for execution of objectives is based on full school year quarters using the following ranges: Quarter 1 (September – November 2023), Quarter 2 (December 2023 – February 2024), Quarter 3 (March – May 2024), Quarter 4 (June – August 2024). The key projects listed below highlight DCPS progress during SY2023-2024 Quarters 1 and 2.

Domain 1: Technology Infrastructure	Progress Update	Key SY2023-2024 Projects (Status and Timeline)
Priority Area 1: Streamlined Inventory Management Process	Beginning of Year (BOY) Technology Guidance was provided to schools in August of 2023. The DCPS Information Technology (IT) team meets weekly with Tech POCs during "Tech Tip Thursdays" during the school year to provide regular communications and updates. As a supplement to these weekly meetings, starting in SY2023-2024, the EdTech team and IT team launched bimonthly huddles for school Tech points of contact (POCs) and EdTech POCs to discuss device distribution and other related topics. DCPS is continuing to review and optimize timelines for technology-related procurement, in addition to developing an IT Assets Dashboard for schools.	• Device Distribution and Technology Materials for Schools (Complete – Quarter 1) • Technology-Related Procurement Timelines (In Progress – Ongoing) • IT Assets Dashboard (In Progress – Quarter 3)
Priority Area 2: Improved Network Infrastructure and Connectivity	The OCTO team obtained licenses for the ekahau tool, which is used to troubleshoot and optimize wireless networks. Between November 2023 and January 2024, the OCTO team conducted Wi-Fi health checks for all DCPS schools. Summary data for each school is included in the DCPS Technology Plan 2024-2027. The OCTO and DGS teams, along with school staff, have been partnering together on an ongoing basis to assess and monitor HVAC (heating, ventilation, and air conditioning) systems and IT closets at schools using a HVAC concerns tracker.	• Wi-Fi Health Checks (Complete – Quarter 2) • HVAC Needs Assessment (In Progress – Quarter 2) • IT Closet Monitoring (Not Started – Quarter 3)
Priority Area 3: Enhanced IT Security and Desktop Engineering	DCPS facilitated discussions on content filtering with the Technology Advisory Committee (TAC) in September and October 2023. The DCPS IT team also distributed a survey to all school staff in October 2023 to better understand, assist with troubleshooting, and enhance the school staff experience with content filtering. Based on the survey results, DCPS has reached out to school staff to resolve reported issues and whitelisted additional approved sites. DCPS will continue to engage the TAC and school staff to finalize policies in Quarter 3.	• Content Filtering Policies (In Progress – Quarter 3)
Priority Area 4: Centralized Policies for Oversight of Technology Infrastructure	In SY2023-2024 Quarter 1, DCPS launched the DCPS Digital Citizenship Family Portal, designed to support students around their technology use. The portal includes a new course for students on device use and care. Additionally, EdTech Cluster Managers facilitated EdTech tables during Back to School Night at select intensive schools. The DCPS IT team developed device distribution guidance for schools in November 2023; the guidance includes best practices for the take home device school technology model	• Device Use and Care for Students (Complete – Quarter 1) • Device Distribution and Technology Materials for Schools (Complete – Quarter 1)

	and other models. Building on the work of this objective, DCPS aims to develop additional processes in SY2025-2026 around enabling take home devices. Note that this new objective has been reflected in the DCPS Technology Plan 2024-2027.	
Domain 2: Technical Supports & Training	**Progress Update**	**Key SY2023-2024 Projects (Status and Timeline)**
Priority Area 1: Robust Training on Core Systems for Schools and Central Services	DCPS IT Aspen trainings (e.g., Aspen Fundamentals Training) and knowledge checks have been transitioned to the Percipio training platform. The platform will be launched for all DCPS users prior to the start of SY2024-2025. The EdTech team developed two pilot courses for DCPS staff, one focused on digital citizenship and digital intelligence and the second focused on technology integration in the classroom in November 2023. These courses meet objectives listed under both Priority Areas 1 and 3. The pilots are currently going through rounds of review and further iteration. The next version of the courses will be made available district-wide during SY2024-2025. Note that this timeline has been reflected in the DCPS Technology Plan 2024-2027.	• Aspen Training Content (Complete – Quarter 1) • Systems and Technology Professional Development (PD) (Pilot Complete – Quarter 1; Roll-Out In Progress – SY2024-2025 Quarter 1)
Priority Area 2: Clear Channels for System User Support	DCPS has implemented service level agreements (SLAs) across the Aspen, PowerSchool Special Programs, and instructional support teams. DCPS also created a one-stop-shop of technology resources and on-demand trainings ("Tech Hubs") for school staff and teachers in August 2023. The Technology Advisory Committee provided review on the Tech Hubs in October 2023. The Tech Hubs meet objectives listed under both Priority Areas 2 and 4.	• Standardized Systems Support (Complete – Quarter 1) • Technology Hub (Complete – Quarter 1)
Priority Area 3: Robust Technology Training for Schools and Central Services	DCPS developed two pilot courses for DCPS staff, one focused on digital citizenship and digital intelligence and the second focused on technology integration in the classroom in November 2023. These courses meet objectives listed under both Priority Areas 1 and 3. The pilots are currently going through rounds of review and further iteration. The next version of the courses will be made available district-wide during SY2024-2025. Note that this timeline has been reflected in the DCPS Technology Plan 2024-2027.	• Systems and Technology Professional Development (PD) (Pilot Complete – Quarter 1; Roll-Out In Progress – SY2024-2025 Quarter 1)
Priority Area 4: Clear Channels for Technology Asset Support	The IT team developed training videos for the DCPS asset management platform, TIPWeb. These videos were shared with Tech POCs in October 2023. Starting in SY2023-2024, asset management guidance has been provided on an ongoing basis to school staff via bimonthly huddles for school Tech POCs and EdTech POCs.	• Asset Management Guidance (Complete – Quarter 1) • Technology Hub (Complete – Quarter 1)

	DCPS also created a one-stop-shop of technology resources and on-demand trainings ("Tech Hubs") for school staff and teachers in August 2023. The Technology Advisory Committee provided review on the Tech Hubs in October 2023. The Tech Hubs meet objectives listed under both Priority Areas 2 and 4.	
Domain 3: Student Learning	**Progress Update**	**Key SY2023-2024 Projects (Status and Timeline)**
Priority Area 1: Full Integration of Technology-Enhanced Learning into Regular Instruction	In September 2023, technology planning topics were incorporated into guidance documents for Comprehensive School Planning (CSP). Digital citizenship and digital literacy were integrated throughout the CSP components, rather than as separate components. This project work meets objectives listed under both Priority Area 1 and 5. EdTech Cluster Managers provided support to schools on CSP drafts and overall technology planning goals through Cluster Support Team huddles, and are continuing to support school teams to reach their tech planning goals throughout the school year.	• Comprehensive School Plan (CSP) and Cluster Support (In Progress – Quarter 2)
Priority Area 2: Complete Buildout of the Canvas™ Learning Management System	The EdTech team presented to instructional superintendents on Canvas Course Companions (CCCs) expectations in August and September 2023. The team also organized mandatory competency-based professional development sessions on Canvas course set-up and CCCs for teachers in October 2023.	• Canvas Course Companions (Complete – Quarter 1)
Priority Area 3: Comprehensive Structures to Meet Technology Needs of Specialized Student Populations	DCPS developed two pilot courses for DCPS staff, one focused on digital citizenship and digital intelligence and the second focused on technology integration in the classroom in November 2023. The second course includes a module on technology inclusion for teachers. The pilots are currently going through rounds of review and further iteration. The next version of the courses will be made available district-wide during SY2024-2025. Note that this timeline has been reflected in the DCPS Technology Plan 2024-2027. DCPS also conducted a preliminary assessment of technology needs for students with specialized needs through meetings with teachers and Central Office staff. Feedback and next steps were compiled in a summary document and a memo on technology for self-contained special education program classes will be submitted to DCPS leadership in February 2024.	• Systems and Technology Professional Development (PD) (Pilot Complete – Quarter 1; Roll-Out In Progress – SY2024-2025 Quarter 1) • Technology Needs Assessment (Complete – Quarter 1)
Priority Area 4: Implementation of a Coherent and Differentiated Model of	The EdTech team met with instructional superintendents to kickstart discussions on EdTech visioning and technology integration during SY2023-2024 Quarter 1. A preliminary self-assessment form was shared with instructional superintendents during these meetings. DCPS will prepare a package of self-assessment and supplementary materials to be	• Technology Integration Self-Assessment (In Progress – Quarter 3)

Professional Development	presented to school leaders during the 2024 Leadership Academy in May. Note that this updated timeline has been reflected in the DCPS Technology Plan 2024-2027.	
Priority Area 5: Promotion of Digital Citizenship and Digital Literacy in Student Learning	In September 2023, technology planning topics were incorporated into guidance documents for Comprehensive School Planning (CSP). Digital citizenship and digital literacy were integrated throughout the CSP components, rather than as separate components. Language on promoting digital literacy and digital citizenship was inserted into Comprehensive School Plan (CSP) school evaluations for SY2022-2023. This project work meets objectives listed under both Priority Area 1 and 5. The Career and Technical Education (CTE) team currently supports learning opportunities with OSSE's Advanced Technical Center, which offers a cybersecurity program for students. DCPS also partners with Amazon Web Services (AWS) around computer science courses and learning materials for students. The CTE team is continuing to assess new opportunities and partnerships for students interested in technology.	• Comprehensive School Plan (CSP) and Cluster Support (In Progress – Quarter 2) • Learning Opportunities with Technology Organizations (In Progress – Ongoing)
Priority Area 6: Improved Student and Family Engagement to Create a Tech-Positive Environment	DCPS hosted technology workshops for families through DCPS Parent University on-demand and live sessions in November 2023. DCPS also developed new technology survey questions to be included in the spring 2024 Panorama survey. Data will be gathered from students on their overall experience with technology integration in the classroom and used to enhance implementation support provided by DCPS.	• Family Engagement Technology Workshops (Complete – Quarter 1) • Technology Survey Questions (Complete – Quarter 1)

62. **(a) For each of the lowest performing schools, describe the services and supports provided to accelerate school achievement in SY22-23 and SY23-24. (b) For each of the lowest performing schools, provide the funding for these services and supports; a summary of the school improvement and turnaround methods; and the impact on student achievement.**

Moten						
State Assessment Results			*Attendance*		*Additional Data*	
	PARCC ELA	PARCC Math	Chronic Absenteeism	In-Seat Attendance	LCP Index	Family Satisfaction
SY 22-23	3%	5%	63%	83%	34%	88%
SY 21-22	5%	3%	53%	85%	46%	82%
Strategy / Partner						
Connected Schools Partnerships: Partner with the community to provide an integrated approach to academics, health and social services, youth and community development, and community engagement. These partnerships were funded through the Connected School's Budget, a DOE Grant, and the Investment in Schools Grant.						
Connected Schools Manager: Full-time Connected Schools Manager (CSM) for SY22-23, to serve as a member of the						

school leadership team, and strategically align resources with school needs. This position was paid for using the DOE Grant budget.

Blueprint Math Fellows: 2 fellows to implement full-day, high dosage tutoring math intervention services to support PARCC ELA. This was funded through the Investment in Schools Grant.

High Impact Tutoring (HIT) Manager: Full time High Impact Tutoring (HIT) Manager in SY22-23 and SY23-24 to support high-quality HIT implementation and increase number of students receiving HIT. This position was funded with pandemic relief funds from OSSE.

Cluster Support Model (CSM): Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.
Intensive Supports (at least biweekly coaching visits): Elementary ELA & Social Studies, Special Education Inclusion, MTSS, Data Supports, and CSP/Continuous Improvement
Moderate Supports (at least monthly coaching visits): Elementary Math & Science, Special Education Accountability, EdTech, Attendance, and Operations
General Supports (coaching visits as needed and based on availability): ESL Services, Early Childhood Education, Family & Community Engagement, and Restorative Practices

Kramer					
State Assessment Results			*Attendance*	*Additional Data*	
	PARCC ELA	PARCC Math	Chronic Absenteeism	In-Seat Attendance	LCP Index	Family Satisfaction
SY 22-23	10%	0%	71%	83%	37%	83%
SY 21-22	1%	0%	87%	73%	32%	55%

Strategy / Partner

Connected Schools Partnerships: Partner with the community to provide an integrated approach to academics, health and social services, youth and community development, and community engagement. These partnerships were funded through the Connected School's Budget and the Investment in Schools Grant.

Connected Schools Manager: Full-time Connected Schools Manager (CSM) for SY22-23, to serve as a member of the school leadership team, and strategically align resources with school needs. This position was paid for using the Investment in Schools Grant budget through a cost share format.

Raising a Village: High Impact Tutoring for school year 22-23; services directed to support students around PARCC and ACCESS performance. This was paid for using the Investment in Schools Grant budget.

Harvard Urban School Leaders Conference: Supported the leadership team with development in creating a strong data system and cycle to track and monitor the SIP goals. This also focused on creating systems of accountability, quality feedback that grows instruction, and intervention methods that improve student outcomes. This was funded through the Investment in Schools Grant.

Harvard Leadership Institute for Urban Turnaround Schools: Leadership team members worked with leading professionals in the field to critique the Kramer SIP as well as create systems to ensure clear implementation of intervention programs (Shared leadership). For the culminating project, they developed a theory of action for the school. This was funded through the Investment in Schools Grant.

Ron Clark Conference: This training helped develop knowledge and expertise in the advisory/house model. The intention is to build a sense of community and belonging, increase the attendance rates of all students, increase students feeling loved and prepared, as well as provide student voice within the school environment. This was funded through the Investment in Schools Grant.

Blueprint Math Fellows: 2 fellows to implement full-day, high dosage tutoring math intervention services to support PARCC ELA. This was funded through the Investment in Schools Grant.
High Impact Tutoring (HIT) Manager: Full time High Impact Tutoring (HIT) Manager in SY22-23 and SY23-24 to support high-quality HIT implementation and increase number of students receiving HIT. This position was funded with pandemic relief funds from OSSE.
Cluster Support Model (CSM): T Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.   Intensive Supports (at least biweekly coaching visits): Secondary ELA, Secondary Social Studies, Secondary Math, Secondary Science, Special Education Inclusion, MTSS, Data Supports, CSP/Continuous Improvement, Attendance, and Restorative Practices   Moderate Supports (at least monthly coaching visits): EdTech and Operations   General Supports (coaching visits as needed and based on availability): ESL Services, Special Education Accountability, and Family & Community Engagement

Sousa

	State Assessment Results		Attendance		Additional Data	
	PARCC ELA	PARCC Math	Chronic Absenteeism	In-Seat Attendance	LCP Index	Family Satisfaction
SY 22-23	14%	0.65%	45%	90%	38%	73%
SY 21-22	10%	1%	56%	84%	29%	83%

Strategy / Partner
Connected Schools Partnerships: Partner with the community to provide an integrated approach to academics, health and social services, youth and community development, and community engagement. These partnerships were funded through the Connected School's Budget and the Investment in Schools Grant.
Connected Schools Manager: Full-time Connected Schools Manager (CSM) for SY22-23, to serve as a member of the school leadership team, and strategically align resources with school needs. This position was paid for using the Investment in Schools Grant budget.
Words Beats and Life: Instruction focused on the arts. Student choice in class offerings that are focused on student selected course offerings. This was funded through the Investment in Schools Grant.
Dramatic Solutions: Professional Development that supports restorative practices, academics, and school culture. This was funded through the Investment in Schools Grant.
High Impact Tutoring (HIT) Manager: Full time High Impact Tutoring (HIT) Manager in SY22-23 and SY23-24 to support high-quality HIT implementation and increase number of students receiving HIT. This position was funded with pandemic relief funds from OSSE.
Cluster Support Model (CSM): Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.   Intensive Supports (at least biweekly coaching visits): Secondary ELA, Secondary Social Studies, Secondary Math, MTSS, CSP/Continuous Improvement, Attendance, and Restorative Practices   Moderate Supports (at least monthly coaching visits): Secondary Science, Special Education Inclusion, Special Education Accountability, EdTech, Data Supports, and Operations   General Supports (coaching visits as needed and based on availability): ESL Services, and Family & Community Engagement

Anacostia							
State Assessment Results			*Attendance*		*Additional Data*		
	PARCC ELA	PARCC Math	Chronic Absenteeism	In-Seat Attendance	LCP Index	Family Satisfaction	9th Grade Promotion (Post Summer School)
SY 22-23	10%	7%	81%	75%	36%	77%	88%
SY 21-22	4%	1%	94%	55%	85%	79%	89%

Strategy / Partner
Connected Schools Partnerships: Partner with the community to provide an integrated approach to academics, health and social services, youth and community development, and community engagement. These partnerships were funded through the Connected School's Budget and the Investment in Schools Grant.
Connected Schools Manager: Full-time Connected Schools Manager (CSM) for SY22-23, to serve as a member of the school leadership team, and strategically align resources with school needs. This position was paid for using the Investment in Schools Grant budget.
Dramatic Solutions: Professional Development and Coaching support provide the Instructional Leadership Team and teachers and staff with training on essential strategies to improve instruction. This was funded through the Investment in Schools Grant.
New Teach Network: Continuation of STEAM implementation work for year 4. Leadership team coaching workshops, school team coaching workshops, teaching staff support, Echo staff access, Echo student license, Echo help desk support, Leadership Summit for fall and spring, and the New Tech Annual Conference. This was funded through the Investment in Schools Grant.
Equitable Ink: Professional Development support for Instructional Leadership (Principal, APs, TLIs and Department Chairs) development and capacity in leading student data analysis to build small group intervention supports systems, practices that align and promote PBL and learner centered experiences aligned. This was funded through the Investment in Schools Grant.
SOUL: Develop a schoolwide culture plan that focuses on building relationships, routines, and rituals. Provide students at all grade levels early college exposure opportunities in addition to NAF career pathways workshops and workforce development exposure and opportunities of pathway students and students interested in specific career pathways. This was funded through the Investment in Schools Grant.
Access Youth: Provided resources for deep student engagement around attendance for Tier 1 attendance challenges. Additional intervention supported students with Tier 2 & Tier 3 attendance challenges requiring greater parent and family outreach, engagement, and support. Included seasonal attendance-based enrichment activity opportunities. Staff mentorship training and tools for creating and maintaining meaningful relationships for improving student engagement to positively impact student attendance and EOY Recognition for students attendance in 9th -12th grade based on their tiers of attendance (i.e. Perfect, 90%+, 80%+, 70%+ & most improved. Consistent one-on-one progress monitoring/goal setting; intervention programming is intertwined with life skills group facilitation. This was funded through the Investment in Schools Grant.
7 Mindsets Academy: Used school wide by teachers to provide a lens from which to enter the academic and SEL work. Base Education is a SEL program approved by CASEL that teaches students new skills to replace negative behaviors. This was funded through the Investment in Schools Grant.
RISE: High Impact Tutoring for school year 22-23; services directed to support students around PARCC and ACCESS performance. This was paid for using the Investment in Schools Grant budget.

High Impact Tutoring (HIT) Manager: Full time High Impact Tutoring (HIT) Manager in SY22-23 and SY23-24 to support high-quality HIT implementation and increase number of students receiving HIT. This position was funded with pandemic relief funds from OSSE.

Cluster Support Model (CSM): Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.
Intensive Supports (at least biweekly coaching visits): Secondary ELA, Special Education Inclusion, Special Education Accountability, MTSS, Data Supports, CSP/Continuous Improvement, and Attendance
Moderate Supports (at least monthly coaching visits): Secondary Social Studies, EdTech, and Restorative Practices
General Supports (coaching visits as needed and based on availability): Secondary Science, ESL Services, Family & Community Engagement, and Operations

Ballou							
State Assessment Results			*Attendance*		*Additional Data*		
	PARCC ELA	PARCC Math	Chronic Absenteeism	In-Seat Attendance	LCP Index	Family Satisfaction	9th Grade Promotion (Post Summer School)
SY 22-23	10%	0%	89%	78%	36%	60%	57%
SY 21-22	6%	0%	97%	50%	37%	66%	60%

Strategy / Partner

Connected Schools Partnerships: Partner with the community to provide an integrated approach to academics, health and social services, youth and community development, and community engagement. These partnerships were funded through the Connected School's Budget and the Investment in Schools Grant.

Connected Schools Manager: Full-time Connected Schools Manager (CSM) for SY22-23, to serve as a member of the school leadership team, and strategically align resources with school needs. This position was paid for using the Investment in Schools Grant budget.

Dramatic Solutions: Professional Development and Coaching support provide the Instructional Leadership Team and teachers and staff with training on essential strategies to improve instruction. This was funded through the Investment in Schools Grant.

SOUL: Develop a schoolwide culture plan that focuses on building relationships, routines, and rituals. Provide students at all grade levels early college exposure opportunities in addition to NAF career pathways workshops and workforce development exposure and opportunities of pathway students and students interested in specific career pathways. This was funded through the Investment in Schools Grant.

Raising a Village: High Impact Tutoring for school year 22-23; services directed to support students around PARCC performance. This was paid for using the Investment in Schools Grant budget.

High Impact Tutoring (HIT) Manager: Full time High Impact Tutoring (HIT) Manager in SY22-23 and SY23-24 to support high-quality HIT implementation and increase number of students receiving HIT. This position was funded with pandemic relief funds from OSSE.

Cluster Support Model (CSM): Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.
Intensive Supports (at least biweekly coaching visits): Secondary Social Studies, Special Education Inclusion, Special Education Accountability, MTSS, Data Supports, CSP/Continuous Improvement, and Attendance
Moderate Supports (at least monthly coaching visits): Secondary ELA, EdTech, and Restorative Practices

General Supports (coaching visits as needed and based on availability): Secondary Science, ESL Services, Family & Community Engagement, and Operations

Johnson

	State Assessment Results		Attendance		Additional Data	
	PARCC ELA	PARCC Math	Chronic Absenteeism	In-Seat Attendance	LCP Index	Family Satisfaction
SY 22-23	10%	3%	54%	91%	58%	85%
SY 21-22	6%	1%	57%	85%	38%	68%

Strategy / Partner

Connected Schools Partnerships: Partner with the community to provide an integrated approach to academics, health and social services, youth and community development, and community engagement. These partnerships were funded through the Connected School's budget.

Connected Schools Manager: Full-time Connected Schools Manager (CSM) for SY22-23, to serve as a member of the school leadership team, and strategically align resources with school needs. This position was paid for using the Connected School's budget.

High Impact Tutoring (HIT) Manager: Full time High Impact Tutoring (HIT) Manager in SY22-23 and SY23-24 to support high-quality HIT implementation and increase number of students receiving HIT. This position was funded with pandemic relief funds from OSSE.

Cluster Support Model (CSM): Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.
Intensive Supports (at least biweekly coaching visits): Secondary ELA, Secondary Social Studies, Secondary Math, Special Education Inclusion, Special Education Accountability, MTSS, EdTech, Data Supports, Attendance, and Restorative Practices
Moderate Supports (at least monthly coaching visits): CSP/Continuous Improvement, Family & Community Engagement, and Operations
General Supports (coaching visits as needed and based on availability): Secondary Science and ESL Services

King

	State Assessment Results		Attendance		Additional Data	
	PARCC ELA	PARCC Math	Chronic Absenteeism	In-Seat Attendance	LCP Index	Family Satisfaction
SY 22-23	9%	8%	64%	61%	54%	69%
SY 21-22	9%	3%	69%	83%	51%	Not Available

Strategy / Partner

Cluster Support Model (CSM): Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.
Intensive Supports (at least biweekly coaching visits): Elementary ELA & Social Studies, Early Childhood Education, Special Education Accountability, and Attendance
Moderate Supports (at least monthly coaching visits): Special Education Inclusion and MTSS

General Supports (coaching visits as needed and based on availability): Elementary Math & Science, ESL Services, EdTech, Data Supports, CSP/Continuous Improvement, Family & Community Engagement, Operations, and Restorative Practices

Kelly Miller						
State Assessment Results			*Attendance*		*Additional Data*	
	PARCC ELA	PARCC Math	Chronic Absenteeism	In-Seat Attendance	LCP Index	Family Satisfaction
SY 22-23	19%	3%	61%	88%	27%	65%
SY 21-22	13%	2%	82%	77%	36%	72%

Strategy / Partner Strategy / Partner

Connected Schools Partnerships: Partner with the community to provide an integrated approach to academics, health and social services, youth and community development, and community engagement. These partnerships were funded through the Connected School's Budget.

Connected Schools Manager: Full-time Connected Schools Manager (CSM) for SY22-23, to serve as a member of the school leadership team, and strategically align resources with school needs. This position was paid for using the Connected School's budget.

High Impact Tutoring (HIT) Manager: Full time High Impact Tutoring (HIT) Manager in SY22-23 and SY23-24 to support high-quality HIT implementation and increase number of students receiving HIT. This position was funded with pandemic relief funds from OSSE.

Cluster Support Model (CSM): Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.
Intensive Supports (at least biweekly coaching visits): Secondary ELA, Secondary Social Studies, Secondary Math, MTSS, Data Supports, Attendance, Operations, and Restorative Practices
Moderate Supports (at least monthly coaching visits): ESL Services, Special Education Inclusion, Special Education Accountability, EdTech, and Family & Community Engagement
General Supports (coaching visits as needed and based on availability): Secondary Science and CSP/Continuous Improvement

Langley						
State Assessment Results			*Attendance*		*Additional Data*	
	PARCC ELA	PARCC Math	Chronic Absenteeism	In-Seat Attendance	LCP Index	Family Satisfaction
SY 22-23	17%	10%	50%	87%	40%	83%
SY 21-22	10%	5%	38%	87%	62%	86%

Strategy / Partner

Connected Schools Partnerships: Partner with the community to provide an integrated approach to academics, health and social services, youth and community development, and community engagement. These partnerships were funded through the Connected School's Budget.

Connected Schools Manager: Full-time Connected Schools Manager (CSM) for SY22-23, to serve as a member of the

school leadership team, and strategically align resources with school needs. This position was paid for using the Investment in Schools Grant budget.

High Impact Tutoring (HIT) Manager: Full time High Impact Tutoring (HIT) Manager in SY22-23 and SY23-24 to support high-quality HIT implementation and increase number of students receiving HIT. This position was funded with pandemic relief funds from OSSE.

Cluster Support Model (CSM): Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.

Intensive Supports (at least biweekly coaching visits): Elementary ELA & Social Studies, Elementary Math & Science, Early Childhood Education, Special Education Accountability, MTSS, EdTech, Data Supports, CSP/Continuous Improvement, and Operations
Moderate Supports (at least monthly coaching visits): Special Education Inclusion and Restorative Practices
General Supports (coaching visits as needed and based on availability): ESL Services, Attendance, and Family & Community Engagement

Cardozo

	State Assessment Results		Attendance		Additional Data	
	PARCC ELA	PARCC Math	Chronic Absenteeism	In-Seat Attendance	LCP Index	Family Satisfaction
SY 22-23	6%	1%	64%	77%	38%	83%
SY 21-22	14% (MS: 15%) (HS: 12%)	4% (MS: 17%) (HS: 1%)	74%	69%	35%	78%

Strategy / Partner

Connected Schools Partnerships: Partner with the community to provide an integrated approach to academics, health and social services, youth and community development, and community engagement. These partnerships were funded through the Connected School's Budget and the Investment in Schools Grant.

Connected Schools Manager: Full-time Connected Schools Manager (CSM) for SY22-23, to serve as a member of the school leadership team, and strategically align resources with school needs. This position was paid for using the Investment in Schools Grant budget.

Music and Me Partnership: Using creative arts as the foundational medium, to target success in the academic community through tutoring and mentorship. All programs were designed to develop the mind, body and spirit of youth. They place a strong emphasis on language development through the arts for students who are English language learners. This was paid for using the Investment in Schools Grant budget.

Raising a Village: High Impact Tutoring for school year 22-23; services directed to support students around PARCC and ACCESS performance. This was paid for using the Investment in Schools Grant budget.

Lisa Higgens Chronic Absenteeism Professional Development: PD equipping teachers to:
1. Recognize when students are showing signs of withdrawing, becoming defensive or triggered – and take steps to connect, support, and reengage them.
2. Recognize when teacher themselves is becoming defensive, triggered, or withdrawn – and take steps to self-regulate and prioritize connection with students.
3. Improve communication with students, caregivers, and colleagues with the goal of boosting attendance.
4. Cultivate a caring, joyful learning environment that students find engaging and motivating.

This was paid for using the Investment in Schools Grant budget.

High Impact Tutoring (HIT) Manager: Full time High Impact Tutoring (HIT) Manager in SY22-23 and SY23-24 to support high-quality HIT implementation and increase number of students receiving HIT. This position was funded with pandemic relief funds from OSSE.

Cluster Support Model (CSM): Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.
Intensive Supports (at least biweekly coaching visits): Secondary ELA, Secondary Social Studies, Secondary Math, Special Education Accountability, EdTech, Data Supports, CSP/Continuous Improvement, and Attendance
Moderate Supports (at least monthly coaching visits): ESL Services, MTSS, Family & Community Engagement, and Restorative Practices
General Supports (coaching visits as needed and based on availability): Secondary Science, Special Education Inclusion, and Operations

Eliot-Hine

	State Assessment Results		Attendance		Additional Data	
	PARCC ELA	PARCC Math	Chronic Absenteeism	In-Seat Attendance	LCP Index	Family Satisfaction
SY 22-23	34%	16%	40%	84%	32%	84%
SY 21-22	27%	9%	47%	84%	27%	79%

Strategy / Partner

Connected Schools Partnerships: Partner with the community to provide an integrated approach to academics, health and social services, youth and community development, and community engagement. These partnerships were funded through the Connected School's Budget and the Investment in Schools Grant.

Connected Schools Manager: Full-time Connected Schools Manager (CSM) for SY22-23, to serve as a member of the school leadership team, and strategically align resources with school needs. This position was paid for using the Investment in Schools Grant budget.

Family Engagement Leadership Team (FELT) Stipends: The team sets a vision for effective family engagement, plans family engagement efforts, supports its implementation, collects and reflects on family engagement data, synthesizes learning, and continually thinks about improving the school's family engagement work. This was paid for using the Investment in Schools Grant budget.

High Impact Tutoring (HIT) Manager: Full time High Impact Tutoring (HIT) Manager in SY22-23 and SY23-24 to support high-quality HIT implementation and increase number of students receiving HIT. This position was funded with pandemic relief funds from OSSE.

Cluster Support Model (CSM): Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.
Intensive Supports (at least biweekly coaching visits): Secondary ELA, Secondary Math, Data Supports, CSP/Continuous Improvement, and Restorative Justice
Moderate Supports (at least monthly coaching visits): Secondary Social Studies, Secondary Science, Special Education Inclusion, Special Education Accountability, MTSS, EdTech, Attendance, and Family & Community Engagement
General Supports (coaching visits as needed and based on availability): ESL Services and Operations

63. Please provide, in table form, for each Ninth Grade Academy and 6th Grade Academy, by school, each for SY21-22, SY22-23, and SY23-24 (as of January 31): 1) truancy rate; 2) attendance rate; 3) chronic absenteeism rate; and 4) promotion rate.

Truancy Rate for Ninth Grade Academy Students			
School	*SY21-22*	*SY22-23*	*Term 1 SY23-24*
Anacostia	96%	84%	22%
Ballou	100%	89%	24%
Cardozo	99%	73%	19%
Coolidge	88%	65%	22%
Dunbar	92%	86%	19%
Eastern	89%	74%	25%
Ron Brown	70%	67%	5%
Roosevelt	83%	78%	35%
Woodson	91%	77%	12%

Average In-Seat Attendance for Ninth Grade Academy Students			
School	*SY21-22*	*SY22-23*	*Term 1 SY23-24*
Anacostia	66%	80%	84%
Ballou	54%	66%	84%
Cardozo	62%	80%	84%
Coolidge	68%	76%	83%
Dunbar	66%	79%	86%
Eastern	58%	77%	83%
Ron Brown	80%	86%	87%
Roosevelt	66%	73%	79%
Woodson	68%	76%	88%

Chronic Absenteeism Rate for Ninth Grade Academy Students			
School	*SY21-22*	*SY22-23*	*Term 1 SY23-24*
Anacostia	94%	79%	44%
Ballou	97%	84%	56%
Cardozo	93%	67%	44%
Coolidge	85%	66%	50%
Dunbar	92%	81%	54%
Eastern	88%	66%	45%
Ron Brown	70%	54%	44%
Roosevelt	78%	73%	66%
Woodson	88%	72%	39%

Promotion Rate for Ninth Grade Academy Students			
School	*SY 21-22*	*SY 22-23*	*Term 1 SY23-24*
Anacostia	89%	88%	94%

Ballou	60%	57%	92%
Cardozo	85%	89%	90%
Coolidge	82%	83%	90%
Dunbar	83%	96%	97%
Eastern	66%	75%	81%
Ron Brown	89%	91%	95%
Roosevelt	82%	72%	78%
Woodson	77%	82%	88%

Sixth Grade Academy Attendance Metrics (SY23-24)			
	In-Seat Attendance	*Chronic Absenteeism*	*Truancy*
Brookland	91.1%	29.3%	0.0%
Eliot-Hine	90.2%	36.4%	25.0%
Hart	90.5%	39.5%	11.7%
Ida B. Wells	92.9%	19.5%	11.1%
Jefferson	93.4%	19.7%	11.2%
Johnson	90.4%	31.3%	9.9%
Kelly Miller	89.4%	32.1%	24.1%
Kramer	87.8%	43.3%	30.7%
MacFarland	91.3%	28.9%	16.9%
Sousa	90.3%	37.5%	18.8%
Stuart-Hobson	93.1%	18.6%	6.2%

Facilities

64. **Provide, in table form, a list of all stabilization and small capital projects for FY23 and FY24 (through January 31). For each project, include a brief description; amount budgeted; actual spend; engagement efforts with the school community; and whether the work is completed or ongoing.**

For a list of all currently open capital projects, please reference Attachment Q17 and Q64 – Capital Projects. Information on estimated project costs and expenditures to date will be released as part of the Fiscal Year 2025 – 2030 Capital Improvement Plan.

65. **Describe the steps taken by DCPS in FY23 and in FY24 (through January 31) to maintain or achieve Americans with Disabilities Act ("ADA") compliance at its facilities. Please include a narrative about funding availability for schools and agreements or plans with the DGS.**

DCPS works closely with DGS on both modernization projects and small capital projects to achieve ADA compliance in our school facilities. All capital construction projects are required to meet ADA. In addition to the modernization projects, "small capital" projects have been completed to renovate existing spaces and install new elevators.

DCPS has worked closely with the Office of Disability Rights (ODR), as a basis of information to prepare for future CIP submissions. This work included evaluating ODR's facility assessments to further understand priorities, which included bathroom modifications, ramps, and elevators.

FY23 Finished Projects
- Elevators: Whittier (FY22), Kenilworth (FY22)
- Modernizations (includes ramps, elevators, and restroom conversions): Raymond, Bard (both finished in FY23)
- Ramps: Whittier – exterior ramp into east wing entrance (FY23)

FY24 Projects Expected for Completion in FY24
- Elevators: Bunker Hill, Meyer, Tyler
- Modernizations: Dorothy Height, Whitlock, Garfield
- ADA Restroom Upgrades: Simon

Special Education and English Language Learners

66. **Please provide school-level data regarding the timeliness of special education evaluations, IEP meetings, and service provisions for SY19-20, SY20-21, SY21-22, and SY22-23 and SY23-24 (through January 31).**

Please note that reports regarding the timeliness of special education evaluations, IEP meetings, and service provision is not yet available for SY23-24 given the transition to PowerSchool Special Programs. For data from prior years, please reference Attachment Q66 – Special Education Timeliness.

Percentage of Service Provision Occurring On Time				
	SY19-20	*SY20-21*	*SY21-22*	*SY22-23*
Audiology	81%	87%	79%	59%
Occupational Therapy	79%	69%	74%	85%
Physical Therapy	73%	74%	74%	77%
Speech-Language Pathology	80%	66%	63%	70%
Orientation and Mobility	65%		67%	85%
Behavioral Support Services	59%	60%	65%	61%
TOTAL	**72%**	**67%**	**66%**	**71%**

67. **Provide an update on DCPS' public/private partnerships to provide special education services during SY22-23 and in SY23-24 (through January 31).**

DCPS partners with Connections Beyond Sight and Sound and the Maryland and DC Deafblind Project to provide training to school-based staff who work with deaf-blind students. This project supports children with deaf-blindness and/or cortical visual impairment in their homes, schools, and communities by providing consultations, training, special programs, resources, and technical assistance to children and their families and care providers.

DCPS maintains a Memorandum of Agreement with both the Department of Youth Rehabilitation Services (DYRS) and the Child and Family Services Agency (CFSA) to monitor the educational programs of their students with IEPs in residential placements.

DCPS collaborates and partners with various universities to support the clinical experience for audiology, occupational therapy, and speech-language pathology graduate students. DCPS provides graduate students clinical supervision to complete their clinical externship requirements for a master's or doctoral degree. During the clinical externship, the graduate students provide assessment and intervention services to the DCPS students with hearing, fine motor, and communication deficits. Below is a summary of the existing partnerships.

Partnerships with Universities for Related Service Provision			
University	*Audiology*	*Occupational Therapy*	*Speech-Language Pathology*
Howard University Department of Communication Sciences and Disorders		X	X
Trinity University Occupational Therapy Department		X	
Towson University Speech-Language Pathology Program			X

In 2023, the Special Education Inclusion Team secured State Implementation and Scaling-up of Evidence-based Practices Center (SISEP) technical assistance partnership with the U.S Department of Education's Office of Special Education Program (OSEP), Office of the State Superintendent of Education (OSSE), and the National Implementation Research Network. The purpose of SISEP is to help State Educational Agencies (SEAs) establish state, regional, and district capacity to support large-scale, sustainable implementation of effective practices to maximize academic and social outcomes of all K-12 students. This work is accomplished using the science of implementation and strategies for organization change. The State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center is a national technical assistance center funded by the U.S. Department of Education's Office of Special Education Program. Technical Assistance (TA) is provided to states and districts by the National Implementation Research Network (NIRN). The goal of the program is to support the implementation of instructional and leadership practices that lead to improved outcomes for students with disabilities.

DCPS will receive:
- Individualized professional learning and coaching to develop knowledge and skill of staff at state, regional, and district level to use effective implementation practices.
- Support to develop/refine an infrastructure (training, coaching, data systems, leadership, procedures, communication) for implementation & scaling of selected practices.
- Support to strengthen connections and collaboration among relevant divisions/departments for focus area for alignment and coherence.
- Implementation measures (capacity, fidelity) and data to tailor supports to state, regional, district, and school agencies.
- Opportunity to participate within national community of practice (COP)

With this assistance, DCPS will:

- Develop our knowledge and skill of effective implementation practices to strengthen our provision of supports to school partners, within the Cluster Support Model (CSM) and beyond.
- Refine our infrastructure to allow us to support the effective implementation, continuous improvement, and scaling of evidence-based practices with the power to close the proficiency gaps experienced by students furthest from opportunity, especially those with disabilities.
- Develop structures to support collaboration among our teams to increase alignment and coherence within the CSM and beyond.
- Gather, analyze, and use implementation data to continuously improve the supports we provide.   Leverage the national community of practice (COP) to learn what's working in other districts.

In SY 2023-2024, the DCPS Division of Specialized Instruction (DSI) Secondary Transition Team partnered with both private organizations and public agencies to provide secondary transition services to transition-aged (14-22 years old) students with disabilities. Collaboration with these partners offers a wide range of services focused on postsecondary education, employment, and independent living for DCPS students with disabilities. Additional transition services offered include career development and employment retention services, worksite support for students, and assistance with travel training. Partnering organizations have included:

- A Memorandum of Understanding (MOU) with Department on Disability Services Rehabilitation Services Administration (DDS/RSA) exists, to deliver pre-employment transition services (Pre-ETS) to secondary students, ages 14-22, who have an IEP and/or 504 plan. These services include job exploration counseling, work- based learning experiences, counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at institutions of higher education, workplace readiness training, and instruction in self-advocacy. The goal of DCPS' partnership with DDS/RSA is to improve postsecondary outcomes for students with disabilities, including improved outcomes in the number of students who participate in training, post-secondary education or employment following exit from secondary education.

- Project SEARCH Capital Area Region (PSCAR) is a "school-to-work" transition program offered through a partnership between DC Public Schools, DC DDS' Rehabilitation Services Administration (DDS-RSA), hospitality partners, and Seeking Employment, Equality and Community (SEEC), an agency that provides employment supports for DCPS Project SEARCH students. The one-year program, which features full immersion in a workplace setting, is designed to prepare DCPS adult students with intellectual disabilities for competitive employment. Ten (10) DCPS Project SEARCH interns received daily instruction in employability skills and gained hands-on work experience by rotating among three 10-week unique paid internships at partnering hospitality host site locations. This programming was aimed at preparing each student for competitive, integrated employment.

- DSI Secondary Transition Team has established three partnerships for the Workforce Development Center (WDC) at the River Terrace Education campus, a program that provides work readiness training for adult students with intellectual and developmental disabilities, who are pursuing a High School Achievement Certificate (formerly IEP Certificate). This partnership offers WDC's students career exposure in hospitality, horticulture or health services, and

shadowing opportunities to develop transferable workforce competencies. Memoranda of Agreement are in place for the following business that serve as host sites for students: Washington DC Veteran Affairs Medical Center, Dreaming Out Loud, and UDC Firebird Farm.

- Revitalizing Community Membership (RCM) of Washington, Inc., in collaboration with our partners DDS' Rehabilitation Services Administration (RSA), provides Pre-Employment Transition Services (Pre-ETS) at River Terrace Education Campus through a program called Guided Group Discovery. Guided Group Discovery program, is a paid opportunity for students to explore their career interest & contributions, learn about accommodations and disclosure, and networking. Students create employment portfolios containing resumes, headshots, elevator pitches, employment teams, contributions, vocational themes and conditions for employment and accommodations as needed. In 2022-2023, 27 students completed the Guided Group Discovery Program.

- DSI Secondary Transition regularly collaborates with SchoolTalk DC to support youth with disabilities to thrive in school and achieve fulfilling postsecondary outcomes by creating spaces that emphasize self-determination, community building and inclusion. Through the Secondary Transition team's partnership with SchoolTalk DC, students have had opportunities to participate in SchoolTalk's Art to Advocacy and Music Production and Career Development programs, a paid opportunity to engage in career coaching from professionals in industries such as visual arts, health and fitness, music production, community organizing and advocacy, videography, and youth justice. Additionally, participants have engaged in career development sessions with SchoolTalk's staff to create employment portfolios containing a resume, artist biography, business cards, and headshots.

- In SY 2022-2023, a Memorandum of Agreement (MOA) was in place with Bridges from School to Work, for the provision of Job Placement services for youth with disabilities from participating DCPS schools. Bridges to Work services prepare students for the workplace and match them to a job that fits their interest and ability, while planning for long-term vocational growth. In October 2023, Bridges from School to Work implemented an indefinite service pause, citing staffing as the reason.

68. **For each school other than River Terrace, please list the following information for SY22-23 and SY23-24 (through January 31):**
    (a) **Number of related service providers assigned to the school, by discipline (if a related service provider serves more than one school, please indicate the number of hours they have available to serve the school);**
    (b) **Caseload of related service providers assigned to the school by discipline;**
    (c) **Number of special education teachers assigned to the school;**
    (d) **Physical resources to support special education students (e.g., occupational therapy rooms, de-escalation spaces, hydrotherapy rooms, etc.)**
    (e) **Whether the school is wheelchair-accessible; and**
    (f) **Number of inclusion teachers allocated to each school.**

Please reference Attachment Q68 – Special Education Resources. Please note that DCPS does not build specific spaces at schools for occupational therapy. Occupational therapy services are delivered based on the needs of the student and space availability. Please note that Hendley ES, Johnson MS, and Ketcham MS have elevators but they do not access the entire building. Teacher counts for inclusion teachers reflect the number of teachers allocated to schools by the Division of Specialized Instruction. Schools may have hired additional staff by using flexible funds, repurposing other FTEs, or by petitioning for a budget change.

69.   **For SY22-23 and SY23-24 (through January 31), please provide the number of students with IEPs in each of the following categories: 1) Students attending DCPS, 2) Students attending charter schools for which DCPS is the LEA, 3) Students attending non-public programs whose LEA is DCPS, and 4) Students attending residential treatment centers or psychiatric residential treatment facilities whose LEA is DCPS.**

Students with IEPs		
	School Year 2022-2023	*School Year 2023-2024*
DCPS	7,649	8,296
Dependent Charter	238	251
Non-Public	306	288
Residential	N<10	10

70.   **DCPS operates the Luke C. Moore Academy, Youth Engagement Academy, Ballou STAY, Roosevelt STAY and Twilight programs for students who are over age and under credited. For each location, please list in table form:**
   (a) **Number of students were enrolled in each program in SY21-22, SY22-23, and SY23-24 (through January 31);**
   (b) **Number of students have successfully graduated in SY21-22, SY22-23, and SY23-24 (through January 31);**
   (c) **Number of students in the program have IEPs;**
   (d) **Number of students in the program have 504s;**
   (e) **Number of special education teachers assigned to the program;**
   (f) **Number of hours of specialized instruction that can be provided to a student in the program; and,**
   (g) **Number of related service providers assigned to the program.**

Please note that Twilight is not a separate program or school and the Youth Engagement Academy is not run by DCPS.

Number of Students Enrolled in Programs			
School	*2021-22*	*SY22-23*	*SY23-24*
Ballou STAY	244	109	130
Luke C. Moore	155	76	128
Roosevelt STAY	400	221	229

Number of Students Graduated from Program			
School	*SY21-22*	*SY22-23*	*SY23-24*

Ballou STAY	34	86	9
Luke C. Moore	35	25	4
Roosevelt STAY	31	65	4

Number of Students with IEPs			
School Name	SY21-22	SY22-23	SY23-24
Ballou STAY	66	70	49
Luke C. Moore HS	50	47	53
Roosevelt STAY	75	73	66

Number of Students with 504s			
School Name	SY21-22	SY22-23	SY23-24
Ballou STAY	N<10	N<10	15
Luke C. Moore HS	16	15	18
Roosevelt STAY	21	23	21

Number of Special Education Teachers Assigned to the Programs			
School Name	SY21-22	SY22-23	SY23-24
Ballou STAY	10	9	8
Luke C. Moore HS	10	8	7
Roosevelt STAY	10	9	8

Number of Hours of Specialized Instruction That Can Be Provided			
School Name	SY21-22	SY22-23	SY23-24
Ballou STAY	27.5	27.5	27.5
Luke C. Moore HS	27.5	27.5	27.5
Roosevelt STAY	19.5	27.5	27.5

Number of Related Service Providers Assigned to the Program					
School Name	SY23-24 Psych FTE	SY23-24 Social Work FTE	SY23-24 SLP FTE	SY23-24 OT FTE	SY23-24 PT FTE
Ballou STAY	1	3	0.2	0.1	0
Luke C. Moore HS	1	2	0.2	0.1	0
Roosevelt STAY	1	3	0.2	0.1	0

71. (a) For SY21-22, SY22-23, and SY23-24 (through January 31), how many students are English language learners? List in table format by age, grade level, special education level, and classification.
(b) What were the top five primary languages spoken in SY22-23 for each grade level (if available)
(c) What strategies or initiatives DCPS has implemented to provide ELL students necessary supports?

Please reference Attachment Q71 – Multilingual Learners.

Please note the use of the following acronyms in the charts:

- NES: Non-English Speakers (Students in grades P3/P4 who are at the beginning of English development. Equivalent with WIDA Level 1)
- LES: Limited English Speakers (Students in grades P3/P4 who are at an intermediate level of English development. Equivalent with WIDA Level 2)
- Outdated: Students whose ACCESS scores are 2+ years old; students need to be reassessed by school staff.
- C1-C8: Students who take the ACCESS Alt (Students with more profound disabilities)
- EV: Evening Programming (ML Students enrolled in Opportunity Academy programs in the evening time)
- XX: Students who do not have a detailed Grade level due to having Foreign Transcripts that include some of the required DCPS credits and others that place students in between grade levels.
- Home Language Received is used to identify students who are new to DCPS and submitted their Home Language Survey (HLS) as part of enrollment. HLS are only submitted upon initial enrollment.
- Never identified as EL is used to refer to students who were given the WIDA screener and scored English Proficient and were not found eligible for ESOL services.
- Parental Exempt is used to identify students who were found eligible for ESOL services, but whose parents have decided they did not want their children to receive ESOL services. Students who are parental exempt must still participate in ACCESS testing until they exit eligibility.
- Refused screening is used to identify students who were identified as in need of screening based on the HLS responses, but whose family refused screening.
- Blank identifies students who should have received screening, but have not been screened at the school or at the LAD Welcome Center.
- Overage identifies students who are identified as ML students but have exceeded the age of 21.

DCPS engages in several strategies and initiatives to provide Multilingual Learners (ML) the necessary supports including:

- Imagine Learning is a blended learning app that supports ML students in the acquisition of English and development of their proficiency in all 4 language domains (reading, writing, speaking, and listening). It is available to all Elementary and some Middle School students, with an emphasis on supporting newcomers.
- The full library of Raz Plus, providing texts, resources, and reports to teachers is utilized with ML students in grades K-10.
- Language Aquisition Division (LAD) is collaborating with the Content & Curriculum Division (C&C) to ensure that the required DIBELS screening can be provided to all ML students. The instructions for the DIBELS screener are being provided in multiple languages, with recorded instructions available to schools who do not have bilingual staff.
- LAD continues to lean into language growth goals with specific focus on the development of academic discourse across all disciplines.
- LAD will continue to support English Learner Summer Academic Program (ELSAP) programming in the summer. At the ES and MS levels, this will focus on newcomers and recently arrived ML students. At the HS level, the program is open to all ML students and can support students in earning two additional credits towards graduation.

- LAD has expanded the Itinerant ESOL Services provided to schools with smaller ML populations. This allows for increased direct services as well as increased collaboration with school staff.
- LAD is increasing the Itinerant Bilingual Counseling supports so that individual students, small groups of students and counseling teams can work with LAD Itinerant Bilingual Counselors on a weekly or bi-weekly basis.

Early Childhood

72. **Provide any updates to DCPS' policy for designated Early Stages seats for Pre-K3 and Pre-K4. In the response, please indicate how DCPS determines the number of Early Stages seats available at each school, how students are placed, and the process/policy for releasing Early Stages seats to a non-Early Stages student.**

There have been no policy changes this year with regard to how Early Stages priority seats are assigned and used. Early Stages seats are reserved for un-enrolled three- and four-year-old children who are newly identified as eligible for special education and require services in a general education setting. Compliance with the Individuals with Disabilities Education Act (IDEA) requires that DCPS ensure the availability of seats into which these children may enroll.

DCPS reserves seats in PK3, PK4 and Mixed Age classrooms at every DCPS Elementary School based on geographic trends in the identification of children with special needs, previous patterns of use, and the need to have inclusive settings available across the city. If it is determined that a child's IEP can be implemented in a general education setting, the child is offered a seat in his/her neighborhood school. If a PK3 or PK4 seat is not available at the neighborhood school, Early Stages will offer a seat at the next closest school that has a seat available. The offer location may also be informed by circumstances that are unique to the child or school (e.g., ADA accessibility, sibling attendance). Early Stages does not enroll children who are not eligible for special education into these seats. We occasionally use these seats as needed to support the movement of a currently enrolled child with an IEP from a dedicated special education classroom into a less restrictive, general education classroom. Unfilled PK4 seats are generally released at the beginning of the school year and may then be filled from the lottery waitlist.

73. **How many developmental screenings did the Early Stages program conduct in SY21-22, SY22-23, SY23-24 (through January 31)? How many were recommended for further evaluation? Please list the timeframe it took to complete the evaluations (i.e., the number and percentage of evaluations that were completed within 60 days, 90 days, 120 days, and the total that took longer than 120 days).**

Early Stages Developmental Screenings and Recommendations for Further Evaluation			
	FY22	*FY23*	*FY24*
Students Screened	3,756	3,713	1,620
Recommended for Further Evaluation	930	922	287

These data are based on fiscal year (October 1 through September 30), which Early Stages (ES) uses instead of a school year, since the program runs and measures performance over twelve months. In cases where a current screening already exists, Early Stages may analyze additional data to determine whether further evaluation is recommended. Developmental screenings for DCPS-enrolled children are primarily conducted by teachers in schools.

Timeframe to Complete Evaluations				
School Year	*Within 60*	*Within 90*	*Within 120*	*Over 120*
FY22	371	65	20	N<10
FY23	482	29	N<10	N<10
FY24	148	N<10	N<10	n/a

Please note that the data in the table above are comprehensive raw data for child find referrals completed through Early Stages. OSSE determines whether a delayed evaluation is attributable to the parent, and if so, the District is not held accountable under rules established for federal reporting under IDEA.

74.   Please identify the total number of Head Start children that are eligible for Head Start funding. Please identify how many of those eligible children the program served in SY21-22, SY22-23, and SY23-24 (through January 31).

During SY21-22, SY22-23, and SY23-24, DPCS received funding through the Office of Head Start to serve 250 Head Start eligible children and families, and DCPS has enrolled and is serving 250 Head Start eligible children.

75.   Explain the impact of the 2020 loss of Head Start funds on DCPS' eligible Head Start population. Have there been significant cuts and if so, where? Has DCPS supplemented the loss of funding through local funds?

DCPS recognizes the significant long-term impacts of high-quality Pre-K instruction, along with the benefits of Head Start's family supports. To that end, as we shifted away from Head Start programming at the end of SY19-20, DCPS devoted significant local funding to ensure that we can continue to provide high-quality early childhood programming in all of our elementary schools and education campuses. As we transitioned from Head Start programming, DCPS designed and implemented a tiered structure of early childhood service provision through which school communities that serve the highest percentage of children who meet the At-Risk criteria receive the most robust early childhood supports, while other schools receive either targeted or baseline supports.

Currently, in our non-Head Start schools:
- We continue to operate universal early childhood programming. No classrooms closed as a result of the end of the Head Start grant. Accordingly, the early childhood education allocation on school budgets did not change as a result of the shift away from Head Start programming.
- All DCPS Pre-K families continue to have access to the existing school based and central office mental health supports and social work services offered through the school community.
- All schools with Pre-K programming receive "Baseline" ECE supports, which includes the ECE curriculum, classroom materials, and ECE instructional support through the Cluster Support Model.
- Some schools receive "Targeted" supports in addition to the Baseline supports referenced above. These targeted supports include ECE Family Service staff members who lead parent engagement activities, parent education workshops, and attendant support at the school. These staff members also work to connect families who would benefit from additional family support

to local community resources. Schools receiving "Targeted" supports also receive more direct instructional support for teachers.

- Schools serving the highest percentages of Pre-K children who meet the At-Risk criteria receive "Robust" ECE supports, which include direct ECE Instructional coaching and a Family service staff member that leads parent engagement activities, parent education workshops, and attendance support at the school and that also provides direct case management to families. Through this model, our schools with the highest percentage of Head Start-eligible students and families have not experienced a reduction in services or supports during the transition away from Head Start funding.

In short, DCPS schools continue to provide comprehensive early childhood services similar to those provided under the previous Head Start School-Wide Model to children, families, and teachers in our Title 1 schools.

76. **Describe in detail DCPS' efforts to ensure that agency policies and processes are in compliance with federal requirements to ensure DCPS receives federal Head Start funds.**

DCPS continues to operate Head Start programming in accordance with the grant that was awarded to DCPS from the federal Office of Head Start in July 2021. This grant provides $2,167,745 per year for the five-year grant period. This grant enables DCPS to provide Head Start programming in six elementary schools in Wards 7 and 8. These six schools (CW Harris, Hendley, Kimball, ML King, Savoy, and Stanton) were selected based on their percentages of young children who meet OSSE's at-risk criteria, the percentages of children who meet Head Start eligibility criteria (based on data from prior years), and community demographics. DCPS is currently in the third year of implementation of this Head Start grant, and has structured the program to ensure alignment with the Head Start Program Performance Standards and compliance with program mandates:

- DCPS has structured the staffing of the Head Start program to allow for ongoing monitoring of Head Start compliance. Upon grant award, DCPS created a Director of Head Start Quality Assurance position, and this Director is responsible for monitoring all aspects of our Head Start programming and supporting effective program implementation. This Director reports directly to and meets weekly with the Senior Deputy Chief of the Early Childhood Education Division, who reports to the Chief of Schools. The Director of Head Start Quality Assurance:
  o Conducts weekly monitoring walkthroughs of the Head Start schools.
  o Works closely with the Head Start Data Manager to review comprehensive data of program performance across all six schools. Using this data (which includes the monitoring walkthrough data), the Director produces monthly reports that detail and evaluate the programming at each of the six schools. The reports are reviewed monthly by the school principals and the Senior Deputy Chief of Early Childhood Education.
  o Meets monthly with school leaders to review the monthly reports; discuss program implementation; and identify and discuss quality improvement.
  o Meets monthly with Head Start staff to review program data and identify and discuss quality improvement.
  o Conducts an annual comprehensive Head Start program self-assessment process designed to identify program strengths and potential vulnerabilities. Annual goals and an annual improvement plan are generated from this assessment process. The Director of Head Start Quality Assurance meets weekly with the Senior Deputy Chief of ECE to review progress towards these goals.

- School leaders are required to complete monthly monitoring of their Head Start classrooms, focusing especially on student safety and supervision, and are required to submit monitoring reports through the QuickBase application. The Director of Head Start Quality Assurance, Senior Deputy Chief of Early Childhood Education, and Chief of Schools review those reports.
- DCPS Head Start program leadership facilitate regular trainings with school-based Head Start staff, including school leaders, teachers, and assistant teachers, to review Head Start Performance Standards and to support staff in effectively implementing Head Start programming in alignment with those standards.
- Head Start Instructional Specialists provide ongoing coaching and professional development to Head Start teachers and classroom aides to ensure the provision of high-quality instruction in accordance with Head Start regulations.
- Head Start Family Service Specialists provide ongoing support to our Head Start families, in accordance with Head Start regulations. This support includes leading parent education and engagement events; supporting attendance; and providing individualized case management.
- Head Start Mental Health Specialists provide direct therapeutic services to children and families who have experienced trauma and can benefit from such services. These Specialists also work directly with teachers, providing training and guidance on trauma-informed practice and supporting individual children in the classroom.

Out Of School Time

77. **Provide the Committee with a list of all non-DCPS sponsored (i.e., not run or currently organized by a DCPS staff member) after school programs and partnerships (during the school day and after school) that operated in DCPS during SY21-22 SY22-23 and in SY23-24 (through January 31) by school. Please note if school budgets were used to fund these programs.**

    DCPS is proud to engage with over 200 partners to support students during the school day and after school. Partner programs are funded through a variety of funding streams. Programs may receive funding from any combination of local and federal grants, local funding that is provided to DCPS by the District of Columbia, private donations, and/or through fees paid by participants directly.

    For a list of partners, please reference Attachment Q77 – Partnerships.

78. **Please provide a summary of actions taken by DCPS in the past year to expedite and streamline the clearance processes. Please provide the mean, median, and mode for how long it took applicants to receive their clearances.**

    DCPS saw significant improvement in the average timeline to move through the clearance process. This was primarily due to (1) the removal of CPR process and (2) conducting weekly audits where the DCPS Clearance team pulled all DCHR records and cross checked them to account for any missed results from DCHR during their data processing.

Clearance Time For Those Cleared 7/1/23 – 1/25/24	
Average Timeframe (in Days)	12.7 days
Median (in Days)	5 days
Mode (in Days)	1 days

I look forward to discussing these questions and other areas of interest with you and other Councilmembers at DCPS' Performance Oversight Hearing on Friday, March 1st.

Sincerely,

Lewis D. Ferebee, Ed.D.
Chancellor
District of Columbia Public Schools