

**GOVERNMENT OF THE DISTRICT OF COLUMBIA
DISTRICT OF COLUMBIA PUBLIC SCHOOLS**



Performance Oversight Hearing
District of Columbia Public Schools

Responses to Pre-Hearing Questions
Received from the Committee of the Whole

February 21, 2025

February 21, 2025

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

Dear Chairman Mendelson,

Thank you for providing preliminary questions prior to the Committee of the Whole's performance oversight hearing on the District of Columbia Public Schools scheduled for Friday, February 28, 2025. In response to your preliminary questions received on February 4th, the responses below are provided. These responses and any attachments are being provided in hard copy and electronically. Any relevant requested tables are also being provided via a digital spreadsheet with unique numerical identifiers for each school when appropriate. My team has made every effort to provide answers for FY25 based on current information. I look forward to the hearing on the 28th to discuss the successes of the District of Columbia Public Schools, areas for needed improvement, and to answer your questions.

- 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 see Attachment Q01 – Organizational Chart.

- 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 December 31, 2024. Please indicate all vacant positions in the agency and do not include Social Security numbers.**

Please see Attachment Q02 – Schedule A.

- 3. Please list through December 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 (FY) 2024, please list each employee whose salary was \$150,000 or more. For each employee listed provide the name, position title, salary, and amount of any overtime and any bonus pay. (b) For FY25, please list each employee whose salary was \$150,000 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 see Attachment Q4 – Salaries.

5. Please list, in descending order, the top 15 overtime earners in your agency for FY24. For each, state the employee's name, position or title, salary, and aggregate overtime pay.

Top 15 Overtime Earners for Fiscal Year 2024			
<i>Name</i>	<i>Position Title</i>	<i>Salary</i>	<i>Aggregate Overtime</i>
Johnson, Brian	Coordinator, Security	\$87,816	\$86,810
Rowe, Dennis	Custodial Foreman	\$81,806	\$74,859
Best, Christopher	Custodial Foreman	\$81,806	\$52,076
Jackson, Celestine	Aide, Administrative	\$66,268	\$49,055
Davis, Deric	Custodial Foreman	\$81,806	\$48,157
Murray, Gilbert	Assistant	\$63,263	\$47,008
Johnson, Corneilus	Coordinator, Security	\$85,454	\$46,805
Kearse, DeAngelo	Custodial Foreman	\$61,401	\$45,471
Long, John	Custodial Foreman	\$81,806	\$40,098
Ford, Raycheo	Custodian	\$58,988	\$40,028
Lawrence, Jessica	Custodial Foreman	\$68,785	\$39,648
Stewart, Sharon	Custodian	\$58,988	\$38,792
Andrade, Jose	Custodian	\$58,988	\$37,717
Anderson, Keydra	Attendance Counselor	\$60,881	\$36,473
Chase, Kelvin	Custodial Foreman	\$75,774	\$36,371

6. For FY24 and FY25, 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.

DCPS is committed to compensating educators for their outstanding contributions to our community. Due to the sensitivity of sharing identifiable information, we cannot provide staff level information.

Bonuses or Special Pay Granted		
<i>Payment</i>	<i>FY 24</i>	<i>FY 25</i>
WTU Retention Bonus	\$3,816,000	\$1,500
AFSCME Retention Bonus	\$1,896,842	\$0
Teamsters Bonus	\$1,156,108	\$0
Bonus	\$24,493,699	\$23,466,500
Additional Compensation	\$10,541,747	\$323,641
Total	\$41,904,297	\$23,791,641



7. For FY24 and FY25, 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. Due to the sensitivity of sharing identifiable information, we cannot provide staff level information.

Employees Separated from the Agency						
<i>Actions</i>	<i>FY24 WTU</i>	<i>FY24 Non-WTU</i>	<i>FY24 Total</i>	<i>FY25 WTU</i>	<i>FY25 Non-WTU</i>	<i>FY25 Total</i>
IMPACT Terminations	45	41	86	0	0	0
Reduction in Force (RIF) Terminations	0	45	45	1	0	1
Licensure Terminations	87	0	87	0	0	0
Other Terminations (Violations of rules, Gross Misconduct, and other LMER Separations)	16	42	58	4	8	12
Exceeded WTU Members	8	0	8	0	0	0
Total Terminations	156	128	284	5	8	13

8. For FY23, FY24, and FY25, please state the total number of employees receiving worker's compensation payments.

Number of Employees Receiving Worker's Compensation	
FY23	66
FY24	65
FY25	38 (To date)

9. Please provide the name of each employee who was or is on administrative leave in FY24 and FY25. 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 status.

Please see Attachment Q9 – Administrative Leave.

10. For FY24 and FY25, please list, in chronological order, all intra-district transfers to or from the agency. Give the date, amount, and reason for the transfer.

Please see Attachment Q10 – Intra-District.

11. Please list, in chronological order, every reprogramming of funds into or out of the agency for FY24 and FY25 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.

There have been no reprogrammings into or out of DCPS for FY2024 or FY2025.

- 12. Please list, in chronological order, every reprogramming within your agency during FY25. Also, include both known and anticipated intra-agency reprogrammings. For each, give the date, amount, and rationale.**

Please see Attachment Q12 – Reprogrammings.

- 13. For FY24 and FY25 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 generate 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 FY23, FY24, and FY25 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 see Attachment Q13 – SPR.

- 14. Please provide a table showing your agency's Council-approved original budget, revised budget (after reprogrammings, etc.) for fiscal years 2023, 2024, and the first quarter of 2025. In addition, please explain the variances between fiscal year appropriations and actual expenditures for FY24 and FY25.**

Please see Attachment Q14 – Budgets. Variances are noted at the account group level in column I.

- 15. Please list all memoranda of understanding (MOU) either entered by your agency or in effect during FY24 and FY25. For each, describe its purpose, indicate the date entered, and provide the actual or anticipated termination date.**

Buyer Agency	Seller Agency	Purpose	Date Entered	Termination Date
DCPS	OCTO	The District of Columbia Office of the Chief Technology Officer (OCTO) and the District of Columbia Public Schools (DCPS) have partnered together to ensure that DCPS schools and central office staff have the operational resources and infrastructure they need so that educators can focus on instruction. This Master MOU covers the comprehensive IT services between DCPS and OCTO.	10/1/2024	9/30/2025
DCPS	OCTO DCNet	Internet and WAN network infrastructure for schools and offices	10/1/2024	9/30/2025



DCPS	OSSE	The purpose of this MOU is to enable DCPS to provide payment to OSSE for necessary services and support related to the operations of the common lottery system.	10/1/2024	9/30/2025
DCPS	DGS, DPW, OFRM, OCTO	This MOU transfers funds from the Executive Agencies to the Central Service Agencies to compensate the Central Service Agencies for the costs the Central Service Agencies incur on behalf of the Executive Agencies.	10/1/2024	9/30/2025
DBH	DCPS	The District has a need for a dedicated DCPS staff person assigned to manage outreach and partnership between Community Based Organizations (CBOs) and DCPS within the District's phased expansion of school-based behavioral health services.	10/1/2024	9/30/2025
DCPS	OUC	DCPS requested use of district-wide Radio System	10/1/2024	9/30/2025
DCPS	DCHR	Remote Fingerprinting and screening	10/1/2024	9/30/2025
DCPS	ORM	DCPS will provide funds to Office of Risk Management (ORM) to reimburse Captive for the costs it incurs for the procurement of a special events policy of insurance to cover athletic events and field trips.	11/25/2024	9/30/2025
DCPS	DCPL	DCPS and DCPL would like to take advantage of opportunities that two District agencies have to collaborate and share expertise to accomplish a shared goal of providing students access to library books and digital materials that support academic needs and instill the life long love of reading.	10/1/2024	9/30/2025
DCPS	OCTO	Ensure that DCPS schools and central office staff have the operational resources and infrastructure they need so that educators can focus on instruction. This 2024 Master MOU covers the comprehensive IT services between DCPS and OCTO.	5+ years ago	Ongoing
DCPS	DGS	Agency electricity fixed cost	5+ years ago	Ongoing
DCPS	DGS	Fixed cost for water	5+ years ago	Ongoing
DCPS	DGS	Fixed cost	5+ years ago	Ongoing
DCPS	DGS	Fixed cost for gas used	5+ years ago	Ongoing
DCPS	DGS	Fixed cost	5+ years ago	Ongoing
DCPS	DGS	Fixed cost for waste management	5+ years ago	Ongoing

DCPS	DGS	Fixed cost for telecom services	5+ years ago	Ongoing
DCPS	OCTO	Fixed cost for OCTO shared services	5+ years ago	Ongoing
DCPS	OCTO	DCPS has requested that OCTO/DCNET provide Internet and WAN connectivity at One Hundred Twenty-Two (121) locations throughout the District of Columbia from July 1, 2023, through June 30, 2024.	2024	Ongoing
DCPS	DPR	To maintain and staff the shared use of pools attached to DCPS schools and utilized by residents during non school hours	5+ years ago	Ongoing
DCPS	DCPL	DCPL support in purchasing library books for all schools across the district	5+ years ago	Ongoing
DCPS	DGS	DGS MOU for cost share of maintaining and repairing city government vehicles	5+ years ago	Ongoing
DCPS	DGS	Summer Building maintenance support to refresh school buildings for the upcoming year	5+ years ago	Ongoing
DCPS	OCTO	The District of Columbia, DC Public Schools is seeking support with scanning & digitizing a subset of closed school and special education documents. These closed school documents are organized/stored in pallets and file cabinets located in the DCPS Warehouse. These scanned documents will be uploaded to the OCTO managed FileNet system for secure storage and retrieval	2023	Ongoing
DCPS	MPD	MPD provides fingerprinting equipment and maintenance of DCPS fingerprinting machines	5 or more years	Ongoing
DCPS	OSSE	The purpose of this MOU is to enable DCPS to provide payment to OSSE for necessary services and support related to the operations of the common lottery system.	2017	Ongoing
DCPS	DME	Contractual Services/Audit	2023	
DCPS	DCHR	Citywide MOU with DCHR, our portion to cover remote fingerprinting and screening	5+ years ago	Ongoing
DCPS	CFSA	Shared busing cost for DCPS students placed temporarily outside the district	2022	Ongoing
DCPS	OCTO	Telecom Services-DC Net portion	5+ years ago	Ongoing
DCPS	OCTO	DCPS eRate WAN Internet Service for 7/1/2024 - 9/30/2024 DC24-47003-C1-IA-WAN (3Mos) - Form #240025609	2024	9/30/2024
DCPS		Implementation of employability skills programming	3/17/2024	9/30/2024



DCPS	DGS	The agreement delineates responsibilities and financial provisions for the maintenance of door and lock systems in DCPS facilities.	2024	9/30/2024
DCPS	DOES	Provides DCPS students with paid, industry specific internship opportunities	1/18/2019	9/30/2024
DCPS	ODDHH	Schoolwide ADA translation services.	2021	Ongoing
DCPS	OUC	Citywide Radio MOU – Radio System Usage	5+ years ago	Ongoing
DCPS	OCTO	Telecom Services-Non DC Net portion	5+ years ago	Ongoing
DCPS	OCFO	To provide cashiering services at DCPS athletic events	5+ years ago	Ongoing
DCPS	OCTO	Ensure that DCPS schools and central office staff have the operational resources and infrastructure they need so that educators can focus on instruction. This 2024 Master MOU covers the comprehensive IT services between DCPS and OCTO.	5+ years ago	On going
DCPS	OSSE	Agreement we use to allow our students to participate in the ambulance rides.	2022	Ongoing
DCPS	ORM	MOU for insurance to cover student athletic events.	5+ years ago	Ongoing
DCPS	DC Public Library	Building Rental	2024	One time use
DCPS	DC Public Library	Building Rental	2024	One time use
DCPS	Office of Risk Management	Student and staff travel insurance	2023	Ongoing
DCPS	DC Public Library	Building Rental	2024	One time use
DCPS	OCTO	This MOU represents services provided by OCTO to DCPS to support & maintain the currently in production DCPS HOD Tracker Application, which was developed by OCTO's Applications Development & Operations program. Split between ODT/OTL	2024	Ongoing
DCPS	CFSA	Collaborative arrangement between DCPS and CFSA to ensure effective implementation of ESEA requirements, specifically as it relates to the educational stability of children/youth in foster care.	2024	Ongoing
DCPS	OAH	Through this MOU, the Office of Administrative Hearings will provide Administrative Law Judges to adjudicate DCPS student discipline matters which require a hearing.	2024	Ongoing
DCPS	DOH	DC Health purchases and restocks the medical supplies for our school health nurse's offices.	2024	2025



DCPS	OSSE	The District has a need for a dedicated DCPS staff person assigned to manage outreach and partnership between Community Based Organizations (CBOs) and DCPS within the District's phased expansion of school-based behavioral health services.	2024	Ongoing
DCPS	Rehabilitation Services Agency	Funding FTE positions (Workforce Coordinator and Specialist) for workforce development for students in transition	5+ years ago	2024
DCPS	Board of Elections	Renting facility to run voting booths at school sites	2024	2024

- 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). 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 FY23, FY24, and FY25.**

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

Please see Attachment Q17 – Capital Projects

- 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 of the issues for each case.**

Case Number	Law Firm	Total	Description of Case
2023-0229	James Brown	\$121,004.19	IDEA
2023-0232	James Brown	\$88,182.69	IDEA
2023-0189	James Brown	\$135,908.85	IDEA
2023-0224	James Brown	\$98,845.33	IDEA



2021-0016	School Justice Project	\$16,731.48	IDEA
2020-0184	School Justice Project	\$137,963.50	IDEA
2023-0211	Children's Law Center	\$30,672.20	IDEA
2023-0253	James Brown	\$99,974.83	IDEA
2023-0234	James Brown	\$121,996.17	IDEA
2024-0004	James Brown	\$170,210.42	IDEA
2024-0016	James Brown	\$128,775.67	IDEA
2024-0019	James Brown	\$81,239.62	IDEA
2024-0031	James Brown	\$105,249.17	IDEA
2024-0055	James Brown	\$135,567.00	IDEA
2024-0035	James Brown	\$166,853.80	IDEA
2024-0042	James Brown	\$62,017.34	IDEA
2024-0080	James Brown	\$126,681.10	IDEA
2024-0085	James Brown	\$95,759.33	IDEA
2024-0075	James Brown	\$151,299.33	IDEA
2024-0083	James Brown	\$121,751.53	IDEA
2024-0077	James Brown	\$131,866.88	IDEA
2024-0090	James Brown	\$148,321.01	IDEA
2024-0063	James Brown	\$127,029.07	IDEA
2024-0115	James Brown	\$198,314.73	IDEA
2024-0114	James Brown	\$158,872.50	IDEA
2024-0094	James Brown	\$110,913.55	IDEA
24-1483	Carolyn Houck	\$81,915.00	IDEA
24-0769	Douglas Tyrka	\$198,799.48	IDEA
24-2122	James Brown	\$127,277.79	IDEA
2024-0105/2024-0154	James Brown	\$185,026.53	IDEA
2024-0142	James Brown	\$190,949.63	IDEA
2024-0150	James Brown	\$152,214.67	IDEA
2024-0162	James Brown	\$136,647.01	IDEA
2024-0220	Donovan Anderson	\$2,537.50	IDEA
2024-0505	Donovan Anderson	\$5,293.75	IDEA
2024-0160	James Brown	\$208,069.05	IDEA
2024-0228	James Brown	\$8,949.33	IDEA
2024-0202	James Brown	\$98,826.83	IDEA
n/a	WTU	\$1,000,000	LMER
n/a	WTU	\$300,000	LMER



n/a	CSO	\$100,000	LMER
n/a	AFSCME	\$80,000	LMER

19. Please list every lawsuit against the agency that was settled or decided by a trial court in FY24 and FY25. Briefly describe each and the sanction, if any.

Please see Attachment Q19 – Settled Lawsuits.

20. D.C. Law requires the Mayor to pay certain settlements and judgments 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.

Charge-Backs / Settlements Less Than \$10K		
<i>Firm / Petitioner</i>	<i>Description</i>	<i>Settlement / Judgment</i>
Cadeaux, Taglieri, & Notarius, P.C. (Risk Management)	Risk Management damages	\$5,500.00
State Farm (09-45Q5-779) (Risk Management)	Risk Management damages	\$2,322.69
Janay White (Risk Management)	Risk Management damages	\$8,700.00
Reagan Richardson (Risk Management)	Risk Management damages	\$3,000.00
Tobin O'Connor Concino P.C. (Risk Management)	Risk Management damages	\$3,300.00

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 FY24 or FY25. (b) Please list and describe any ongoing investigations, audits, or reports of your agency or any employee of your agency.

<i>Agency</i>	<i>Topic</i>	<i>Status</i>
OIG	Audit of Special Education Attorney Payments (OIG No. 24-1-01MA). The OIG initiated this engagement pursuant to D.C. Code § 1-301.115a(a)(3)(J), which requires OIG to annually determine the accuracy of special education attorney payments.	Completed
OSSE	Programmatic monitoring for Elementary and Secondary Education Act, as amended (ESEA), Title I: 1003 School Improvement (IIS). The OSSE conducted a risk assessment focused on grants not previously programmatically monitored in recent years.	Completed
OSSE	Fiscal monitoring for Coronavirus Response and Relief Supplemental Appropriations Act, 2021, Elementary and Secondary School Emergency Relief Fund (ESSER II-CRRSA). The OSSE conducted a risk assessment focused on grants in which funds were lapsing.	Completed



OSSE	Fiscal monitoring for the Individuals with Disabilities Education Act (IDEA), Part B. The OSSE conducted a risk assessment focused on grants not previously fiscally monitored in recent years.	Completed
ODCA	Assessment of the DCPS Technology Plan 2023-2026. The DC Auditor conducted this audit to comply with the DCPS Digital Equity Act of 2022.	Completed
TNG	Audit of Title IX Operations at Duke Ellington School of the Arts. DCPS contracted with TNG Consulting to evaluate the operational systems and internal controls related to compliance with Title IX of the Civil Rights Amendments Act of 1972 and related local law and policy at Duke Ellington Schools of the Arts.	Completed
OIG	Investigation regarding allegation of time and attendance. The OIG received a complaint regarding this matter.	Ongoing
OIG	Investigation regarding business operating within DCPS. The OIG received a complaint regarding this matter.	Ongoing
OIG	Investigation regarding District residency requirements for employees. The OIG received a complaint regarding this matter.	Ongoing
OIG	Investigation regarding donations received by DCPS. The OIG received a complaint regarding this matter.	Ongoing
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	Ongoing
	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.	Ongoing
ODCA	Review of Suicide Prevention Strategies in District of Columbia Public Schools. The ODCA initiated this review 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.	Ongoing
ODCA	Study of DCPS Staffing and Spending. The ODCA initiated this review to assess the impact and sustainability of recent investments in DCPS staffing, including the addition of approximately 1,500 full-time equivalent positions since 2020.	Ongoing

Investigations Conducted into Employee Misconduct		
<i>Misconduct Topic</i>	<i>FY2025</i>	<i>FY2024</i>
Corporal Punishment and General Misconduct	137	329
Fraud	5	8
Harassment	0	2
Fighting	2	3
Sexual	5	16
Grave Misconduct	4	4



Total	153	362
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- 22. How many grievances have been filed by employees or labor unions against agency management? Please list each of them by year for FY23, FY24, and FY25. Give a brief description of each grievance, and the outcome through December 31, 2024. Include on the chronological list any earlier grievance that is still pending in any judicial forum.**

Please see Attachment Q22 – Grievances.

- 23. In table format, please list the following for FY24 and FY25 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 see Attachment Q23 – Purchase Card.

- 24. Please provide a list of all procurements for goods or services for use by your agency over \$10,000 for FY24 and FY25. Give a brief explanation of each, including the name of the contractor, the purpose of the contract, and the total dollar amount of the contract. Exclude from this answer purchase card (SmartPay) purchases.**

Please see Attachment Q24 – Purchases.

- 25. In table format, please provide the following information for FY24 and FY25 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).**

Please see Attachment Q25 – Employee Travel.

- 26. What efforts will your agency be making to increase transparency in FY25 that differs from past efforts? Explain.**

DCPS is taking the following steps in increase transparency:

i. Local School Advisory Team (LSAT) Supports

To increase the knowledge and capacity building of LSATs, the Family and Community Engagement Division did the following in FY24 and FY25:

- 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 ongoing Open Meetings Act Trainings in partnership with the Office of Open Government.



- Sent 19 newsletters to all LSATs containing DCPS updates, solicitation of feedback, best practices, supporting resources, and upcoming events and opportunities.
- In Spring 2024, hosted CAT (Community Action Team) in the Community, ward-based days across the city to meet our stakeholders where they are and have more formal and informal touchpoints to increase transparency and engagement.
- On December 9, 2024, the first of four total LSAT PLCs (Professional Learning Communities) for Chairs was held. The PLC will help to build capacity and there will also be peer to peer learning opportunities. The remaining three PLCs will be held in January, March, and June 2025.

ii. FY25 and FY26 Budget Engagement

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

During SY24-25, we held the following engagements for the FY26 Budget.

- November 12, 2024: DCPS Budget Forum - 28 people attended in person and 27 people attended online.
- November 20, 2024: DCPS Budget Hearing with 28 people testifying and 241 views.
- January 28, 2025: DCPS 6th grade - 12th grade Student Budget Townhall where 88 students and staff members from over 30 schools attended.

iii. 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.

- SY23-24 Chancellor's Parent Advisory Board monthly meetings began in September 2023 and concluded in May 2024. The current Parent Advisory Board (SY 24-25) began meeting in September 2024 and will continue to meet through May 2025.
- Outreach and recruitment for advisory board members typically begins in the spring prior to the school year. The Family and Community Engagement Team develops a strategic recruitment and outreach plan that includes a grassroots approach and social media campaign to especially target underrepresented populations such as parents and guardians from wards 7 and 8 in addition to linguistically and culturally diverse families. The Family and 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, 208 parents and guardians applied from all eight wards across the district. Each ward is represented by at least three 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 Parent Organizations, afterschool programming, FY26 budget, enrollment, technology, and more.

iv. DC Public Schools Five-Year Strategic Plan: A Capital Commitment 2023-2028

Since the launch of the five-year strategic plan in January 2024, DCPS has been focused on implementation, as well as creating internal systems and processes for tracking key metrics and milestones. In early 2025, DCPS will share with the public highlights from the first year by publishing an Annual Report. The report will be shared broadly with the DCPS community and will provide key data points and information on the three strategic priorities as well as key actions and next steps for 2025. To further increase transparency around the strategic plan and engage stakeholders, DCPS will host a series of engagements in the spring of 2025 to share information and provide critical program updates.

v. School Year 2024-2025 Back to School Information Session

On August 22, 2024, 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, sports, early childhood, and attendance. A total of 768 families joined the session live on Microsoft Teams Townhall and another 152 people watched it on YouTube. The session was also streamed in Spanish where approximately 100 families attended.

vi. Public Communications Platforms

a. Blackboard Communication Platform

- i. Final site, commonly referred to as Blackboard, is DCPS' primary operations communications tool providing families with critical, timely updates on school-based and districtwide incident response during emergencies and inclement weather. The platform also allows for general district information sharing around Enrollment and School Planning, Food and Nutrition Services, Facilities, and Modernizations. Additionally, Blackboard serves as the platform that ensures attendance notifications are distributed to families on a daily basis. Through the use of text, email, and robocall features, Blackboard enables DCPS to efficiently and effectively keep families informed.

b. Remind Communication Platform

- i. Two-way communication with families continues to be critical to increase transparency and build relationships. The Family & Community Engagement Teams have developed and shared actionable budget guidance with school leaders on retaining access to Remind. This included outlining procurement steps, facilitating key contacts for system integration, and providing toolkits and templates to streamline staff training and communication. We also reiterated best practices to ensure smooth platform use, maintain data accuracy, and enhance family communication through regular data reviews.

FY25 Stats YTD:



- On average, 1,160 teachers and administrators sent 1 message a month. This reflects only a 16% decrease from 2023, despite 60 schools opting not to renew school-level contracts with Remind.
- 18% of the DCPS community using Remind now receives translated messages, a 3% increase from last year.
- Over 30,000 students and parents are receiving messages on Remind each month, down 35% from last year. This is to be expected given the decrease in schools using the platform.

vii. Internal DCPS Staff Engagement – Cabinet Advisory Board (CAB)

This body was established to research, brainstorm, and recommend viable solutions to the Cabinet to improve Central Services and school-based staff engagement. In SY23-24, the first CAB cohort planned and executed the first-ever Central Summit—an event developed to increase staff capacity through peer-led workshops, create opportunities for collaboration, networking, and thought partnership, and connect staff to resources and services to support their personal and professional growth. The event featured workshops, a resource fair, and engagement opportunities.

The second CAB cohort, formally inducted in September 2024, is comprised of 24 staff members of varying roles, offices, and years of tenure, and is currently working toward their priority goals. These priorities include creating low-to-no cost professional growth and development opportunities for Central Services staff, bolstering and standardizing onboarding resources, ensuring strategic plan alignment across Central Services teams, and building connections and a recognition framework. To date, the CAB has met monthly and bi-monthly to develop and present recommendations to the Chancellor’s Cabinet. The CAB has also built engagement touchpoints into the annual calendar to ensure recommendations factor in colleague feedback and are iterative in nature.

viii. Internal DCPS Staff Engagement – Outreach & Communication

GoCentral 2.0, a monthly electronic newsletter, provides Central Services staff with relevant, timely updates regarding staff transitions, key initiatives, updates and reminders, professional growth opportunities, and resources to support Central Services work functions. 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.

ix. Partner Engagement

The DCPS Partnerships and Donations Team continued its focus on transparent, timely communication with our partners. The team also conducted several new stakeholder engagement activities as part of DCPS’ efforts to standardize afterschool programming, as outlined in the Capital Commitment. Some examples from SY23-24 include:

- Hosted DCPS’ third annual Partner Appreciation week in May 2024 showcasing the innovative programming our partners provide across DCPS. We also hosted Chancellor Ferebee at Brookland MS where he met with several long-time DCPS partners (Young Playwrights’ Theater, DC SCORES, and Higher Achievement), as well as a panel of current students to hear from them directly about their experiences in these important afterschool programs.



- Continued distribution of bi-monthly newsletter sharing partner program highlights, cross-agency resources and key updates to keep partners informed of strategic developments within the agency.
- Hosted Policy Palooza event in July 2024 to review DCPS policies and procedures for SY24-25 School Program Providers registered with DCPS. The 2025 Policy Palooza occurred on January 22.
- Continued participation in monthly meetings with the DME and OSSE to improve collaboration and alignment.

The DCPS 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 for SY24-25 include:

- Hosted two focus groups and administered a survey to existing partners seeking feedback on DCPS' current approach to afterschool programming and opportunities for future improvement. This information will directly inform the team's strategic plan efforts moving forward.
- Initiated monthly meetings with the OSSE Early Learning team to improve collaboration and increase the number of afterschool programs licensed to accept childcare subsidies (e.g., provide low or no-cost afterschool programming).
- Released updated Partnership Toolkit designed to share best practices and policy requirements with partners.
- Planning for a Spring 2025 Lunch and Learn series led by DCPS content experts to support partners in their efforts to collaborate with DCPS and effectively serve our students.

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

To hire staff and ensure services continue to schools uninterrupted, DCPS seeks to minimize changes made to the budgets for schools and Central Services after Mayor Bowser submits her FY26 budget. We are open to working with the DC Council to ensure that critical district-wide services that support students across the system are not interrupted.

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 2025? 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 FY23, FY24, and FY25 related to FOIA.

DCPS received 96 FOIA requests in Fiscal Year 2024 and has received 24 FOIA requests in Fiscal Year 2025 as of 1/14/2025. The Fiscal Year 2024 report was filed with the Secretary of the District of Columbia on 12/24/2024. Please see Attachment Q29 – FOIA Report. The total cost for Fiscal Year 2024 was \$266,171. The total cost for Fiscal Year 2025 is not yet 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 see Attachment Q30 – Performance Plan.

31. 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) 2023, 2024, and 2025? (b) What KPIs have been dropped (or changed) since 2025? List each specifically and explain why it was dropped or changed.

DCPS reports data for Key Performance Indicators (KPIs) annually. For FY24 and going forward, DCPS has replaced the key performance indicators below with the key performance indicators explained in (b). The decision to replace FY23 KPIs was made to create alignment with the 2023-2028 Capital Commitment. Data for fiscal year 2023 is detailed below:

DCPS Key Performance Indicators FY23	
<i>FY23 Measure</i>	<i>FY 2023 Data</i>
Percent of AP exams passed	46%
Percent of students scoring college and career ready (Level 4+) in Math on PARCC	25%
ELA achievement gap (Percent of students scoring college and career ready) between black and white students	61%
Math achievement gap (Percent of students scoring college and career ready) between black and white students	69%
Percent of Special Education students scoring college and career ready (Level 4+) in ELA on PARCC	10%
Percent of Special Education students scoring college and career ready (Level 4+) in Math on PARCC	7%
Percent of English Language Learners students scoring college and career ready (Level 4+) in ELA on PARCC	21%
Percent of high school students taking at least 1 Advanced Placement (AP) exam	24%
Percent of students scoring college and career ready (Level 4+) in English Language Arts (ELA) on PARCC	38%
Percent of students considered college and career ready in Math, as measured by the Scholastic Aptitude Test (SAT)	21%
Percent of students considered college and career ready in Reading and Writing, as measured by the Scholastic Aptitude Test (SAT)	37%
Percent of kindergarten, first and second grade students reading on or above grade level	78%
Retention rate of teachers rated effective or highly effective on IMPACT (retained at DCPS)	94.7%
4-year graduation rate	75.3%
In-seat attendance (ISA) rate	86%
First-time 9th grade student promotion	82%



Percent of schools considered highly rated or improving in rating	Data Not Available
Audited Student enrollment	50,131
Percent of students indicating they feel challenged	82%
Percent of students indicating they feel prepared	66%
Percent of students indicating they feel loved, challenged and prepared	44%
Percent of students indicating they feel loved	56%
Percent of students in a Family Engagement Partnership (FEP) school who receive a home visit	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 District Performance Plan. Data for these KPIs are reported annually, thus data for FY25 is not available now.

FY24 District Performance Plan - Data Reporting	
<i>FY24 Measure</i>	<i>FY 2024 Data</i>
Percent of students in grades 3rd through 10th who receive special education services and who perform at L1 on the ELA state standardized assessment.	54.4%
Math achievement gap (Percent of students scoring college and career ready) between black and white students	67%
ELA achievement gap (Percent of students scoring college and career ready) between black and white students	61%
Percentage of schools where 50% of Black students feeling belonging according to Panorama survey data.	0.9%
Percentage of Black high school students who enroll in 1 or more college-level, math courses.	3.8%
Percent of Hispanic high school students who enroll in 1 or more college-level, math courses.	4.6%
Percent of Black 3rd-5th grade students who perform at L4 or L5 on the math state standardized assessment.	14.3%
Percent of Black high school students who enroll in one or more college-level, ELA course.	15.4%
Percent of graduates who take the SAT and reach the Math College and Career Readiness benchmark.	15.4%
Percent of Hispanic, high school students who enroll in one or more college-level, ELA course.	18.5%
Percent of graduates who take the SAT and reach the ELA College and Career Readiness benchmark.	29.2%
Percent of Hispanic students in grades 3rd through 10th who perform at L4 and L5 on the ELA state standardized assessment.	31.8%
Percent of Black students in grades 3rd through 10th who perform at L4 and L5 on the ELA state standardized assessment.	24.2%



Percent of students enrolled in Algebra 1 in middle school.	37%
Percent of students who pass, meet, or exceed performance expectations on the math state assessment.	45.8%
Percent of students that feel safe and have a sense of belonging according to Panorama survey data.	54.5%
Percent of students who pass, meet, or exceed performance expectations on the ELA state assessment.	57.2%
Percent of middle school students who pass, meet, or exceed performance expectations on the Algebra I state assessment.	64.3%
Percentage of graduates who enroll in one or more college-level courses during high school.	75.0%
Percent of Kindergarten-2nd grade students who perform at or above benchmark for the foundational literacy assessment.	76.9%
Percentage of 9th Grade Academy Students promoted to the 10th grade.	80%
On average, on-demand Parent University sessions will have a viewership of 200 views in English and 100 views in Spanish by Spring 2024.	206
Graduation rate of Hispanic students	76.3%
Graduation rate of multilingual learner students	65%
Percent of graduates who pass one or more college-level courses during high school.	Data pending
Percent of students who perform at L3-L4 on the science state standardized assessment.	14.3%
Retention rate of teachers rated effective or highly effective on IMPACT.	94%
On-time, 9th grade promotion rate	87%
4-year graduation rate.	76.8

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 2024 and 2025.

Within our five-year Strategic Plan: A Capital Commitment 2023-2028, we have identified three strategic priorities and two commitments:

1. Ensure our students succeed academically.
2. Ensure our students are connected to their schools.
3. Ensure our students are prepared for the next phase of their academic pathway.
4. Value our people.
5. Partner with our community.

i. 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.

ii. Ensure our students are connected to their schools

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.

iii. Ensure our students are prepared for each next phase of their academic pathway

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

iv. Value our people and partner with the community

DCPS understands that our educators are our greatest resource. DCPS aims to recruit, select, and retain top instructional talent. Our priority is to ensure we have the instructional talent (i.e., teachers, educational aides, related service providers) to meet the needs of our school communities. That is why we have negotiated two historic contracts with our educators leading to increases in salaries and improvements in working conditions. Through our strategic recruitment, marketing, and selection efforts, we will work to provide a deep pool of teacher talent ahead of the 2024-25 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.



In addition to the above KPIs, program highlights and key achievements from SY23-24 include:

- Provided professional learning to 140 educators, via the DC Reading Clinic, on early literacy and implemented data-driven math professional development with instructional superintendents, school leaders, instructional coaches, and teachers.
- Launched 3rd and 6th grade interdisciplinary project-based learning units in pilot schools and developed decodable texts for grades 3-6 aligned to the new DC Social Studies Standards.
- Launched DCPS Out-of-School Time (OSTP) programming on August 26th, serving 6,577 students, and conducted focus groups with partners and families to understand afterschool program experiences.
- Completed more than 100 coaching visits across 18 schools to improve and/or sustain restorative practices implementation.
- Increased enrollment and pass rates in AP Calculus, AP Statistics, and AP English courses.
- Retained 96.5% of our principals within the system in SY 2024-2025, an increase from 95.6% of principals retained in SY 23-24.
- Filled 98% of budgeted teacher positions by the first day of school in SY24-25.
- Collaborated with the Local School Advisory Team (LSAT) Collective, hosting an in-person Budget Forum at Brookland Middle School providing attendees the opportunity to hear from and participate in a discussion with DCPS leadership about the FY26 budget.

In SY24-25 the agency will focus on achieving these strategic initiatives through focused planning and monitoring. The Chief of Staff team has worked closely with program teams to create annual workplans (based on the above key actions) and track progress throughout the year by leveraging various tools, resources, and collaborative reporting mechanisms. All data associated with strategic plan measures is housed and tracked through both a master database as well as with program teams. Through bi-monthly CapStat meetings, DCPS leadership and key action owners and contributors discuss progress to-date on public goals and metrics, as well as share status updates on key actions and milestones. Updates include information around “how the action is progressing”, “key risks and challenges” as well as “what’s next”. Between CapStat reporting periods there are ad hoc and periodic strategic plan reporting and engagement opportunities that require those involved with the strategic plan to provide status and progress updates.

33. Provide a crosswalk between all budget codes from FY24 through FY25 and any new budget codes used for the FY25 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 see Attachment Q33 – Crosswalk.

34. Please provide a list of all DCPS’s fixed costs budget and actual dollars spent for FY24 in FY25. 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.

Please see Attachment Q34 – Fixed Costs. Fixed costs increased by 19% between FY24 and FY25, driven by increases in costs for electricity, water, and rent.

35. Describe any spending pressures that existed in FY24 or FY25. 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 did not experience a spending pressure in FY23 and does not anticipate one for FY25.

36. How many vacancies were posted for DCPS during FY24 and in FY25? 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 see Attachment Q36 – Vacancies.

37. (a) Provide a list of all DCPS grantmaking authorities for fiscal year 2024 and for fiscal year 2025. 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 FY24 and FY25, 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 FY24 or to date in FY25.

38. For each contract awarded or option period exercised by DCPS in an amount exceeding \$1 million, in table format, each for calendar year 2023, 2024, and 2025 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 see Attachment Q38 – Over \$1M Contracts.

Enrollment and Budget

39. Provide the following, in table form, for each school by grade:

- a. DCPS student enrollment for School Year (SY) 23-24 (based on the final audited enrollment report) and SY24-25 (audited);**
- b. The enrollment projections for SY25-26;**
- c. Summer school enrollment for the previous three school years; and,**
- d. The summer school enrollment estimated for 2025.**



Student enrollment for SY23-24 based on the final audited enrollment report and enrollment projections are available in Attachment Q39 – Enrollment. Audited enrollment for SY24-25 has not been released by the Office of the State Superintendent of Education as of February 7th, 2025. Summer school enrollment information is below.

Summer School Enrollment				
Grade Level	2022 Summer School Enrollment	2023 Summer School Enrollment	2024 Summer School Enrollment	2025 Projected Summer School Enrollment
ES (K-5)	2,117	2,098	1,720	1,750
MS (6-8) (2022 & 2023 includes both enrichment and academic recovery students)	878	866	917	900
HS (9-12)	1,854	1,742	1,400	1,500
Extended School Year (ESY)	1,000	1,002	1,000	1,200
English Learner Summer Academic Program (ELSAP K- 12)	650	749	750	550

40. How many and what percentage of students applied through the lottery SY22-23, SY23-24, and SY24-25? For 1) the DCPS out-of-boundary lottery (K-12), 2) application, and 3) pre- K lottery.

MySchoolDC Lottery Applications for Enrollment in DCPS			
Category	SY22-23	SY23-24	SY24-25
# of students who applied to out-of-boundary lottery (K-12, including selective schools)	10,090	10,543	11,046
# of students who applied to selective high schools (9-12)	2,792	2,592	3,124
# of students who applied to PK3 or PK4 lottery	5,895	5,917	6,108

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 SY24-25.

Please see Attachment Q41 – At-Risk Concentration and Schools First Funds.

42. Please provide an accounting of all policy and personnel changes made to improve contract and procurement procedures at DCPS for FY24 and FY25.



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. During our collaboration BerryDunn made several recommendations to DCPS and to date, Contracts and Acquisitions continues to implement and monitor with efficacy.

Currently, key vacancies on the Contracts and Acquisitions team have been filled, additional procedures and training have been developed, oversight tools have been implemented, and management of the division has been shifted within the DCPS organization to provide added oversight. DCPS has also implemented a quality assurance program managed by staff outside the Contracting and Procurement Division, who are responsible for auditing procurements and assisting with the implementation of recommendations to support that division.

Contracts and Acquisitions utilizes the Procurement Manual to streamline processes and implement best practices within the division. The department is currently reviewing the Procurement Manual to make updates for the second version. Additionally, C&A is collaborating with a vendor to create a SPO (Sourcing and Procurement Operations) platform. This platform will allow both end users and the C&A division to work on requests simultaneously, and it will enable end users to submit and track their requests within the platform.

i. Procurement Staff Vacancies

In the past, staff turnover has been higher than optimal within DCPS Contracts & Acquisitions. However, in FY25, DCPS aggressively recruited and filled vacancies which were two Mid Contract Specialist positions and two Sr. Contract Specialist positions. In both units, Contracts and Acquisitions promoted internal candidates into those roles. Additionally, the Program Specialist position in the Procurement Operations unit was filled.

DCPS Contracts and Acquisitions is now in the selection phase for the one current vacant position and will continue to recruit aggressively whenever additional vacancies arise.

ii. DCPS C&A maintains a consistent process for evaluating and providing managers with contracting authority at various dollar thresholds.

DCPS has worked to add personnel with extensive contracting experience. The Contracts Director has received contracting authority, bringing the total number of individuals with contracting authority in the division to four. This effort aims to better distribute the workload among staff, and DCPS continues to evaluate opportunities for further improvements. In addition, DCPS will continue issuing contract warrants as appropriate while ensuring a high level of control over contract execution.



iii. Inconsistent Procurement Processes

DCPS continues to use and reference the first version of its procurement procedures manual within the division. This manual has also been shared with the Core Team to provide standardized guidance and has supported CASK in creating the SPO. C&A staff have received training on various procurement topics. C&A is currently preparing updates for the second version of the Procurement Manual and has developed job aides to support the implementation of daily job tasks. Finally, our quality assurance process—which includes conducting external reviews of at least 10% of all procurements—will continue to reinforce proper procurement procedures.

iv. Inconsistent Performance Evaluation Practices [for C&A Staff]

Contracts and Acquisitions concluded FY24 with 100% completion of all performance evaluation cycles. As of January 2025, DCPS Contracts and Acquisitions has also achieved 100% compliance in conducting mid-year performance evaluations. Moving forward, OFS leadership will continue to emphasize and closely monitor performance reviews, including documenting adherence to the performance management process in management evaluations.

43. Provide the total amount of Federal Title funds allocated to and spent by each school in FY24 and FY25.

Please see Attachment Q43 – Title Funds.

Health and Safety

44. 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 FY23, FY24, and FY25;
- 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 FY23, FY24, and in FY25.

As of January 31, 2025, DCPS has not billed for any services for this fiscal year. The FY25 numbers in the chart below represent billing for services in FY24 that were prepared and paid in FY25. Medicaid Billing for FY25 is in the process of being updated due to the implementation of a new process mandating all DCPS providers be registered with DC Medicaid as ordering, referring or prescribing providers. The delay stems from the necessity to incorporate ORP registration checks into the billing process. Please reference Attachment Q44 – Medicaid.

Total Medicaid Billing and Amount Received		
<i>Fiscal Year</i>	<i>Amount Billed</i>	<i>Amount Received</i>
FY23	\$20,607,159.58	\$15,380,623.47
FY24	\$17,009,345.93	\$12,698,373.68
FY25	\$579,664.92	\$409,955.29



Please see the table below for the most frequently billed Medicaid reimbursable school-based services. Please see Attachment Q44 – Medicaid for a school-by-school breakdown.

Service Type	Procedure
Speech-Language Pathology	92508 - Group therapy session
Occupational Therapy	97150 - OT Therapeutic procedure, group
Behavioral Support Services	H0004 - Individual behavioral counseling therapy
Occupational Therapy	97530 - OT Dynamic therapeutic activities, ...
Speech-Language Pathology	92507 - Individual therapy session
Behavioral Support Services	H0004 - Group behavioral counseling therapy
Physical Therapy	97530 - PT Dynamic therapeutic activities, ...
Psychology	96131 - Psychological testing evaluation ...
Behavioral Support Services	90853 - Group psychotherapy
Occupational Therapy	97168 - Occupational therapy re-evaluation
Orientation and Mobility	97533 - Sensory integrative techniques
Speech-Language Pathology	92523 - Speech/hearing evaluation
Physical Therapy	97150 - PT Therapeutic procedure, group
Behavioral Support Services	90832 - Psychotherapy, 30 Minutes with Patient ...
Psychology	96130 - Psychological testing evaluation ...
Behavioral Support Services	90834 - Psychotherapy, 45 minutes with Patient ...
Audiology	92507 - TELEHEALTH - Individual therapy session
Physical Therapy	97164 - Physical therapy re-evaluation
Behavioral Support Services	90837 - Psychotherapy, 60 minutes with Patient ...
Occupational Therapy	97166 - Occupational therapy evaluation

45. 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.

Amid a shifting financial landscape, the Coordinating Council is addressing the pressing challenge of sustaining and expanding school-based behavioral health services in DC schools. Budget changes and challenges with recruiting staff across the city have reshaped the mental health partner network, creating both obstacles and opportunities for innovation. Despite these difficulties, the Council continues to foster collaboration across government and community sectors, striving to ensure that students and staff have access to critical behavioral health supports.

- i. *Advocacy and Input:* As co-lead for the implementation committee, DCPS continues to contribute expertise and insights regarding the specific needs and challenges faced by our schools. DCPS meets on a biweekly basis with a small group from OSSE and DBH to keep implementation responsibilities moving. This cross-agency group also guides the work of



the Advancing Recruitment and Retention in our Workforce, or AAROW, grant. Most notable for the current school year is the rollout of the First Year Cadre, providing a small cohort of new school-based mental health professionals with a monthly professional development opportunity.

- ii. *Implementation of Coordinating Council Recommendations:* DCPS is responsible for implementing and integrating the recommendations and guidelines set forth by the Coordinating 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. In that role, the Director is responsible for dissemination of information coming out of the Coordinating Council to the School Behavioral Health Coordinators, problem solving with them both individually and collectively, working with schools to sustain partnership relationships, and providing tools and resources to support them in their roles.
- iii. *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 Coordinating Council. This has included sharing data from three consecutive School Behavioral Health Coordinator workload surveys. DCPS has also included community partners in select pre-service and other training opportunities with the benefit of taking a more coordinated approach to school mental health.

Despite these advancements, the following challenges persist:

- i. *Vacancies:* At this time DCPS has 18 schools who are not matched with a community-based organization through the expansion program. 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.
- ii. *Unfunded School Behavioral Health Coordinator (SBHC) Requirement:* SBHCs at DCPS were surveyed at the end of school years 21-22, 22-23, and 23-24 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 77% of respondents believe their current position is a good fit for the SBHC role, 62% 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.

46. 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.**



All schools have identified a School Behavioral Health Coordinator. Please see Attachment Q46 – Behavioral Health Program for a complete list. School Behavioral Health Coordinators do not receive compensation related to this role. Hours spent per week vary by school, time of year, and fluctuating workloads.

47. Please provide in table form, by school, for SY22-23, SY23-24, and SY24-25:

- Each individual or community-based organization providing behavioral health services;**
- The personnel costs of these positions;**
- The amount of personnel costs reimbursed by Medicaid.**
- For each campus that lacks school-based behavioral and mental staff, please provide any plans that DCPS must assist the schools to remediate their absence. Please provide a narrative description of such efforts in SY23-24, and to date in SY24-25.**
- 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 see Attachment Q47 – Behavioral Health Staffing for answers to parts (a) and (e).

Position Type	SY22-23	SY23-24	SY24-25
WTU Social Workers (10 month)	\$60,067 to \$135,033	\$63,373 to \$131,003	\$64,640 to \$133,623
WTU School Psychologists (10 month)	\$60,067 to \$135,033	\$63,373 to \$131,003	\$64,640 to \$133,623
CSO School Psychologists (12 month)	\$70,738 to \$130,358	\$75,103 to \$153,391	\$76,605 to \$149,623

DCPS will complete the FY24 Medicaid cost settlement report by June 2025. In FY23, 58.6% 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.

Our Central Services team is responsible for supporting schools across the district. Accordingly, DCPS has assembled a team of 29 dedicated Social Workers (6), School Psychologists (19), and Art Therapists (4) who are deployed to schools experiencing staffing shortages due to vacancies, resignations, or leaves of absence. This itinerant staff, referred to as COT (Central Office Team), bridge the gaps for schools with these vacancies. These staff deliver services, conduct assessments, and take part in meetings to fill the gap at the local school.

At the beginning of the school year, schools with vacant mental health positions were identified and a plan of support was put in place with each principal. A request form is utilized to identify the existing school-based resources and the school's current student needs so that resources can be allocated most effectually. Schools can specify the exact mental health services they require, such as functional behavioral assessments, behavioral support/counseling services, or psychological evaluations. Based on these needs, schools are



matched with an appropriate itinerant provider. For schools that face vacancies later in the year, the same request form is made available to identify specific school needs and a coverage plan is determined.

In addition to our internal staff, DCPS partners with several community agencies, which comprise over 150 individuals who work within schools to enhance mental health support. These partners collaborate closely with school-based teams to offer a range of services, from prevention and early intervention to intensive mental health support, ensuring comprehensive care for all students.

48. Provide in table form, by school, the percentage of the days in which the school had a registered nurse, licensed practical nurse, or health tech present on campus for SY23-24 and SY24-25. 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 will provide information on this topic to the Committee on Health in response to questions asked prior to its Performance Oversight Hearing.

49. Please provide the Committee with an update on DCPS's food and nutrition education programming during SY23-24 and SY24-25.

- a. **How many schools participated in the program in SY23-24, and how many are participating in SY24-25? Please share this breakdown by ward. Was there more demand for participation from schools than funding levels would support?**

Please see Attachment Q49 – Food and Nutrition.

50. What is DCPS's policy and procedure for initiating an involuntary transfer of a student? For SY23-24 and SY24-25, 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 the review.

DCPS follows the policies 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 required by the student's IEP. It is also important to note that all parents / legal guardians / adult students have the right to appeal all proposed transfer actions, regardless of disability status. 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 and/or adult/student receives a copy of all items assembled in the transfer packet (i.e., electronic and/or hard copy).

Involuntary Transfers Initiated by DCPS		
<i>Transfer Type</i>	<i>SY23-24</i>	<i>SY24-25 (YTD)</i>
Involuntary	40	24
Immediate Involuntary	18	14
Total	58	12
Appeal Requests	10 (1 Overturned)	17

51. Regarding disciplinary hearings, please provide data quantifying the following for SY22-23, SY23-24, and SY24-25:

- The number of disciplinary hearings requested regarding suspensions and expulsions;
- The number of disciplinary hearings that occurred;
- The average number of school days that passed from the underlying disciplinary incident to the hearing;
- The average number of school days from the hearing to the hearing officer's recommendation;
- The number and percent of cases in which manifestation determination meetings were held by the multidisciplinary team at the child's school before a disciplinary hearing was convened;
- The number and percent of cases in which the hearing officer dismissed the request to suspend or expel a student
- The number and percent of cases in which the hearing officer modified the tier of the request to suspend or expel a student; and
- The number and percent of cases in which the Chancellor or his/her designee changed the length of discipline from that imposed in the hearing officer's decision, including the average number of days different from the hearing officer's decision, and the direction of that change (longer or shorter).

Discipline hearings are required by law for any proposed suspension of six days or more. Please see the table below for the number of suspensions of that length during the school years requested.

Number of 6-10 Day Suspensions		
<i>SY 22-23</i>	<i>SY 23-24</i>	<i>SY 24-25 (thru Jan 2025)</i>
141	68	20

Manifestation determination meetings are required for students with Individualized Education Plans (IEPs) when the suspension would result in the students missing more than 10 days of school due to an out of school suspension within a single school year. Therefore, a manifestation determination meeting may be required when no discipline hearing is required (i.e., a student



with an IEP who has already been suspended for six days is suspended for five days). Similarly, a discipline hearing may be required when a manifestation determination hearing is not required (i.e., a student with an IEP who has never been suspended is suspended for six days). Therefore, DCPS not track the date of required manifestation determination hearings relative to discipline hearings. DCPS does not track the number of school days that passed between an underlying disciplinary incident and the hearing. DCPS does not track the content of hearing officer determinations and is therefore unable to provide additional information relevant to this request.

52. Please list which schools have received eyeglass screening in SY22-23, SY23-24, and SY24-25. Please list which schools are projected to receive eyeglasses screening in SY25-26 and SY26-27.

DCPS partners with Vision to Learn and Prevention of Blindness, to screen students for eyeglasses free of charge. Once the school year is completed, DCPS and its partners will analyze and confirm which schools (if any) were not able to be seen and will prioritize those sites for the upcoming school year. In addition, we plan to restart the initial cycle of schools that were serviced in SY22-23 for follow up school visits. Please see Attachment Q52 – Vision for a complete list of schools that have received screenings in the years requested.

Teaching and Learning

53. On December 20th, 2024, the Committee of the Whole held a hearing on the Washington Teacher’s Union Collective Bargaining Agreement. For each of the deliverables in the Collective Bargaining Agreement, please provide an estimated completion date and description of any barriers to completion.

DCPS and the Washington Teacher’s Union (WTU) mutually agreed that FY24 bonus payments and FY25 raises including retroactive payments would be paid within 120 days of the approval of the Collective Bargaining Agreement. Working with government partners, DCPS anticipates completing these payments prior to the deadline.

DCPS anticipates providing information outlined in the Diversity Memorandum of Agreement (MOA) to the Washington Teachers’ Union (WTU) by February 28, 2025.

DCPS meets regularly with the WTU to establish priorities for collaboration. DCPS is ready to collaborate with the WTU on establishing the committees outlined in the Collective Bargaining Agreement.

54. How is the IMPACT teacher evaluation system evaluated for success? How is feedback gathered from school leaders and teachers about its success? For each measure of success, please provide a key quantitative measure for SY21-22, SY22-23, and SY23-24.

The IMPACT team reflects on feedback gathered from teachers to determine the continued efficacy of the evaluation system. The IMPACT team relies on feedback gathered from the Insight survey, a research-backed survey of classroom teachers administered by TNTP. For the



following questions, teachers are given six options to respond – Strongly Disagree, Disagree, Somewhat Disagree, Somewhat Agree, Agree, and Strongly Agree. In Spring '22 the response rate was 56% of classroom teachers, while in Spring '23 and Spring '24 the response rate was 63% of classroom teachers.

Survey Item	Spring '22	Spring '23	Spring '24
At my school, evaluation ratings are accurate reflections of teacher effectiveness.	65%	64%	66%
The teacher evaluation process helps identify my strengths and weaknesses.	64%	67%	67%
The person who evaluates my performance knows how much progress my students have made this year.	70%	70%	71%
I know the criteria that will be used to evaluate my performance as a teacher.	92%	91%	92%
I agree with the criteria that will be used to evaluate my performance as a teacher.	63%	64%	66%

Responses are % Somewhat Agree; Agree; or Strongly Agree (or “Any Agree”)

Survey Item	Spring '22	Spring '23	Spring '24
My experiences with IMPACT support my professional growth.	77%	Not Asked	60%

Responses are % Somewhat Agree; Agree; or Strongly Agree (or “Any Agree”)

In reflecting on the difference between the % Any Agree response in Spring '22 to the % Any Agree response in Spring '24, the IMPACT team dug further into the responses. In doing so, the IMPACT team kept in mind that SY21-22 was the year in which the first set of IMPACT evolutions were implemented as part of the multi-year step back. More information about those evolutions and improvements can be found at <https://dcps.dc.gov/page/impact-dcps-evaluation-and-feedback-system-school-based-personnel>. The Spring administration of the SY21-22 survey was also marked by a steep decline in response rates. We believe both of these factors resulted in the increase in % Agree during that administration.

Survey Item	Fall '21	Spring '22	Fall '22	Spring '23	Fall '23	Spring '24	Fall '24
My experiences with IMPACT support my professional growth.	60%	77%	55%	Not Asked	62%	60%	62%
Overall Response Rate	63%	56%	66%	63%	67%	63%	71%

55. For FY23, FY24, and FY25, please provide an accounting of the agency’s expenditures resulting from IMPACT (including, bonuses, management, oversight, and implementation).

Expenditures Resulting from IMPACT			
Category	FY23	FY24	FY25



IMPACT Operations, Align, and Design Teams	\$1,681,023	\$1,295,446	\$302,178.38 (cost through 1/28/25)
IMPACT Platform Developer	\$175,032	\$180,294	\$56,424.96 (invoiced as of 2/7/25)
Contract for “Value-Added” Calculations	\$0.00	\$193,825	\$0.00 (Invoiced as of 2/7/25)
Staff and School Leader Printed Materials	\$11,745	\$11,000	\$0.00 (Invoiced as of 2/7/25)
Contract to Support Student Surveys	\$195,000	\$180,429	\$0.00 (Invoiced as of 2/7/25)
Video Library Platform	\$8,820	\$9,261	\$0.00 (Invoiced as of 2/7/25)
Education Pioneer Contract	\$10,500	\$10,700	\$10,700
School Leader – Principal Working Group Stipends	\$0.00	\$25,000	\$0.00
Teacher IMPACT <i>plus</i> bonuses	\$17,108,600	\$17,957,400	\$17,759,000
School Leader IMPACT <i>plus</i> bonuses	\$1,937,500	\$1,627,500	\$625,000
Other Staff IMPACT <i>plus</i> bonuses	\$2,199,100	\$4,196,200	\$5,034,500
Total	\$23,327,320	\$25,687,055	\$25,384,246

56. Provide, by Ward, the percentage of teachers who improved their evaluation rating between SY22-23 and SY23-24. Please include data for each rating category.

Ward	Effective	Developing	Minimally Effective	Ineffective
1	25%	70%	N<10	N<10
2	39%	N<10	N<10	N<10
3	46%	62%	N<10	N<10
4	30%	64%	N<10	N<10
5	28%	58%	N<10	N<10
6	26%	54%	N<10	N<10
7	24%	69%	N<10	N<10
8	32%	72%	N<10	N<10
District	30%	67%	73%	100%

57. Provide, by school, the number and percentage of teachers retained from SY22-23 to SY24-25.

In November 2024, DCPS released the SY23-24 DCPS Educator Exit Survey Report, pursuant to DC Code § 38–174(d). This report contains substantial information about the number and percentage of teachers retained within schools. This report is available to the public at <https://dcps.dc.gov/service/school-data>. As noted on page 1 of the report, 88% of DCPS educators returned to DCPS for the 2024 – 2025 school year.



The Office of the State Superintendent of Education publishes substantial information about educator retention, including school-level data. That information is available to the public at <https://osse.dc.gov/page/dc-educator-workforce-data>.

58. For SY24-25 what actions did DCPS take to eliminate bias in IMPACT ratings? How have they improved upon efforts taken in prior school years? Please share relevant data that quantifies any improvement.

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

- **Anti-bias trainings:** 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.
- **IMPACT data dashboards:** DCPS has developed school specific IMPACT data dashboards allowing individual school leaders to reflect on their school's IMPACT data through the lens of race and gender. This tool exists alongside a Reflection Protocol to guide them.
- **Essential Practices Self Reflections:** - Optional self-assessments give teachers an opportunity to infuse more of their voice into the EP observation process.
- **Rubric Review:** The IMPACT team continues to review the potential for bias in 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.
- **Revised Rubric:** The IMPACT team is currently piloting a revised rubric that was developed with support from school leaders, superintendents, and central office leaders in order to ensure the rubric used by school leaders continues to reflect DCPS priorities and values, including equity.
- **Training:** As part of that review, the IMPACT team has engaged with Instructional Superintendents on norming exercises across all six Leadership Framework standards in order to ensure a normed application of the rubric.

The IMPACT team worked with New Leaders who conducted a regression analysis on school leader IMPACT leadership framework scores in school year 21-22 and school year 22-23; controlling for a school leader's race, gender, tenure, and their school's Title I status. Their analysis found that for principal evaluations the only variable that was predictive of score was tenure, with a finding that as tenure increased scores increased. For assistant principals, New Leaders found that in SY21-22 tenure and race were significant predictors of scores, but that in SY22-23 that was no longer the case.

59. List each school that received additional literacy personnel (Assistant Principals of Literacy, Reading Specialists, instructional coaches, etc.) as part of DCPS literacy goals in SY22-23, SY23-24, and SY24-25.

DCPS is committed to ensuring all schools have specialized literacy supports. PAll schools have designated ELA instructional leads, either assistant principals or full-time instructional coaches. These ELA leads facilitate LEAP and lead content-specific professional development in schools. In addition, each DCPS school has a full-time school librarian who focuses on promoting the culture of reading at each school. Please see the list of additional literacy personnel (in addition to the designated ELA instructional leads and librarians) below. DCPS also partners with Literacy Lab



and Reading Partners to provide additional opportunities for students to acquire important literacy skills.

Reading Specialists/Reading Teachers		
SY22-23	SY23-24	SY24-25
Amidon-Bowen ES	Amidon-Bowen ES	Amidon-Bowen ES (1)
Ballou STAY	Ballou STAY	Ballou STAY (1)
Barnard ES	Barnard ES	Barnard ES (1)
Beers ES	Beers ES	Beers ES (1)
Boone ES (2)	Boone ES (2)	Boone ES (3)
Browne EC (2)	Browne EC (2)	Browne EC (2)
C.W. Harris ES	C.W. Harris ES (2)	C.W. Harris ES (2)
Cardozo EC	Cardozo EC	Columbia Heights EC (CHEC)
Cleveland ES (2)	Columbia Heights EC (CHEC)	(2)
Columbia Heights EC (CHEC) (2)	Dorothy Height ES	Dorothy Height ES (1)
Dorothy Height ES	Eaton ES	Eaton ES (1)
Eaton ES	Eliot-Hine MS	Eliot-Hine MS (1)
Eliot-Hine MS	Garfield ES	Garfield ES (1)
Excel Academy	Hardy MS	Hardy MS (1)
Garfield ES	Hearst ES (2)	Hearst ES (2)
H.D. Cooke ES	Hendley ES (2)	Hendley ES (2)
Hearst ES	Hyde-Addison ES (1.5)	Houston (2)
Hendley ES	J.O. Wilson ES	Hyde-Addison ES (1.5)
Hyde-Addison ES (1.5)	Jefferson Middle School	J.O. Wilson ES (2)
J.O. Wilson ES	Academy	Jefferson Middle School
Jefferson Middle School	John Lewis ES	Academy (1)
Academy	Johnson, John Hayden MS (2)	John Lewis ES (1)
John Lewis ES	Ketcham ES (2)	Johnson, John Hayden MS (3)
Ketcham ES	King, M.L. ES	Kelly Miller (1)
Kimball ES	Lafayette ES (3)	Ketcham ES (2)
Lafayette ES (3)	Langley ES (1)	King, M.L. ES (1)
Langley ES	Lorraine H. Whitlock ES	Kramer (1)
Luke Moore Alternative HS	Ludlow-Taylor ES	Lafayette ES (3)
Malcolm X ES @ Green	Luke Moore Alternative HS	Langley ES (1)
Mann ES	Malcolm X ES @ Green	Leckie (1)
Marie Reed ES (2)	Mann ES	Lorraine H. Whitlock ES (1)
Maury ES	Marie Reed ES (2)	Ludlow-Taylor ES (1)
McKinley MS	Maury ES	Luke Moore Alternative HS
Miner ES	McKinley MS	(1)
Moten ES	Miner ES	MacFarland MS (1)
Murch ES (2.5)	Moten ES (1)	Malcolm X ES @ Green (1)
Oyster-Adams Bilingual	Murch ES (2)	Mann ES (2)
School (2)	Oyster-Adams Bilingual	Marie Reed ES (2)
Patterson ES	School (2)	Maury ES (1)
		McKinley MS (1)



Randle Highlands ES Roosevelt HS Savoy ES Seaton ES Simon ES Stanton ES (2) Stoddert ES Stuart-Hobson MS Thomas ES Turner ES Walker-Jones EC Watkins ES Wheatley EC	Patterson ES Plummer ES (2) Randle Highlands ES Savoy ES Seaton ES Simon ES Stanton ES (2) Stoddert ES (0.8) Stuart-Hobson MS Thomas ES Turner ES (3) Watkins ES Wheatley EC (2)	McKinley HS (1) Miner ES (1) Moten ES (1) Murch ES (2) Oyster-Adams Bilingual School (2) Patterson ES (1) Plummer ES (2) Randle Highlands ES (1) Savoy ES (1) Seaton ES (1) Simon ES (1) Stanton ES (1) Stoddert ES (0.8) Stuart-Hobson MS (1) Thomas ES (1) Turner ES (3) Watkins ES (1) Wheatley EC (4)
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Literacy Lab		
SY22- 23	SY23-24	SY24-25
Amidon-Bowen Boone Brightwood Browne Burroughs CW Harris Cleveland Drew Garfield Garrison Hendley Houston J.O. Wilson Ketcham Langdon LaSalle-Backus Miner Moten Payne Raymond Savoy Smothers Stanton	Amidon-Bowen Beers Boone Brightwood Browne Burroughs C.W. Harris Drew Garfield Garrison Hendley JO Wilson Langdon Moten Stanton Truesdell Turner Walker- Jones Wheatley Van Ness	Brightwood ES Burroughs ES Kimball ES Moten ES Stanton ES Browne EC Whitlock Turner



Takoma Thomas Truesdell Turner Walker- Jones Wheatley Whitlock (formerly Aiton)		
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Reading Partners		
SY22-23	SY23-24	SY24-25
Beers Bunker Hill Dorothy Height Excel H.D. Cooke Kimball Malcolm X Marie Reed Patterson Payne Plummer Seaton Simon Van Ness Whittier	Garfield Leckie Malcolm X Marie Reed Miner Powell Plummer Seaton Van Ness	Beers J.O. Wilson Leckie Malcolm X Marie Reed Plummer Powell Raymond Simon Stanton Van Ness

60. Please provide, in table form, the number of Dyslexia screenings administered in SY24-25 by Ward and by grade level.

Number of Students Screened for Dyslexia in School Year 2024 – 2025								
Grade	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
K	194	252	503	777	247	603	425	533
1	399	261	578	795	274	660	454	501
2	411	262	623	788	252	660	458	536

61. Please provide in table form, by school, during SY23-24 and SY24-25:
- The number of students eligible for learning devices at a ratio of 1:1;
 - The number of those devices in operation:
 - The number of students eligible for learning devices at a ratio of 3:1; and
 - The number of those devices in operation.



Available Student Devices			
Category	SY 22-23	SY 23-24	SY 24-25
1:1 (Students in Grade 3 and above)	33,947	33,718	34,272
3:1 (Students in Grade 2 and below)	18,280	18,380	18,396
Total devices needed to maintain student-to-device ratio	40,041	39,845	40,405
Number of devices available at school for students	48,604	52,231	52,367

62. In 2025, for the first time, all Advanced Placement testing will be conducted online. What is DCPS doing to ensure each high school has sufficient computers in the upper grades to support learning and preparation for AP testing?

DCPS is committed to ensuring our students maintain equitable access to technology in the classroom. As outlined in the DCPS Technology Plan, students in grades 3-12 are assigned an in-lifecycle laptop at a 1:1 ratio while students in PK-2 have access to shared devices at a 3:1 ratio. Central Services works closely with our schools to refresh outdated devices 4 years and older every summer and replaces lost or damaged devices throughout the school year. Additionally, prior to the assessment season in January, schools submit a tech readiness survey identifying any additional technology needs, which are delivered to the schools by early February. This year, Central Services teams, including IT and Advanced Placement in the Office of Teaching and Learning, together with our high schools, will collaborate closely to ensure every high school has a plan to conduct AP testing online successfully. This process is like the one DCPS has followed in the past with assessments conducted online such as DC CAPE.

63. Please answer the following questions about the MOU between DCPS and OCTO:

- How many OCTO technicians are provided to DCPS based on the terms of the DCPS-OCTO MOU for IT support to DCPS schools? Of this number, how many positions are currently vacant?**
- What metrics (other than the number of tickets closed) does DCPS use to ensure that OCTO technicians are providing high-quality service to DCPS schools?**
- How much funding did DCPS transfer to OCTO for school IT support in FY23 and FY24?**

There are a total of 104 OCTO staff in the IT support structure supporting DCPS. As of January 21, 2025, there are 9 vacancies in the process of being filled.

Staff include:

- 70 technicians
- 5 technical leads
- 2 project managers
- 4 FTE staff dedicated to supporting Food and Nutrition systems
- 23 FTE staff in various program management and staffing support roles

DCPS IT leadership and our OCTO partners meet twice a week to discuss outstanding school technology support needs, challenges, and resolutions. Both teams also host a weekly technology call with school points of contact to identify tech issues and support challenges



impacting schools, responding quickly to address those problems. In addition, OCTO conducts a post-resolution survey, results of which are shared with DCPS. DCPS IT leaders closely track ticket queues and ensure there are no persistent issues and that support requests are responded to and resolved in a timely fashion. DCPS transferred \$7.84m in FY23 and \$7.86m in FY24 to OCTO for school IT support.

64. Lack of staff capacity for school-level asset management has led to delays to significant device loss rates and problems with updating school tech inventories. How is DCPS partnering with OCTO to address this issue?

As a primary strategy, DCPS and OCTO are working closely on system improvements to automate some of the manual tasks needed to track and manage technology assets in school buildings. One such example includes transitioning to more dynamic asset management systems that provide automated 'discovery' options to locate lost devices connected to the school's network. In addition, using data from existing device management platforms for tracking purposes will assist with narrowing the scope and manpower needed to pinpoint and locate lost devices.

DCPS and OCTO are also exploring viable options in which OCTO technicians can lend a helping hand to school technology points of contact with various tasks such as updating devices in the district's asset management system, TIPWeb. For instance, a potentially beneficial approach under consideration is technicians updating devices' condition and use status in the system every time a device is handed over for repair or other technical supports. An OCTO technician's current support responsibilities consume a large portion of their time spent at each school, leaving little room for active asset management assistance. Please see the DCPS Technology Plan that is submitted annually for additional information on this topic.

65. (a) For each of the lowest performing schools, describe the services and supports provided to accelerate school achievement in SY23-24 and SY24-25. (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.

Please see Attachment Q65 – Lowest Performing Schools.

66. Please provide, in table form, for each 9th Grade Academy and 6th Grade Academy, by school, each for SY22-23, SY23-24, and SY24-25: 1) truancy rate; 2) attendance rate; 3) chronic absenteeism rate; and 4) promotion rate.

Truancy Rate for 9th Grade Academy Students			
<i>School</i>	<i>SY22-23</i>	<i>SY23-24</i>	<i>SY24-25 (End of Term 2)</i>
Anacostia	84%	81%	57%
Ballou	89%	83%	58%
Cardozo	73%	69%	53%
Coolidge	65%	68%	29%



Dunbar	86%	81%	42%
Eastern	74%	74%	40%
Ron Brown	67%	55%	21%
Roosevelt	78%	74%	48%
Woodson	77%	79%	52%

In-Seat Attendance for 9th Grade Academy Students			
<i>School</i>	<i>SY22-23</i>	<i>SY23-24</i>	<i>SY24-25 (End of Term 2)</i>
Anacostia	80%	80%	71%
Ballou	66%	79%	78%
Cardozo	80%	78%	79%
Coolidge	76%	78%	84%
Dunbar	79%	81%	82%
Eastern	77%	76%	83%
Ron Brown	86%	88%	87%
Roosevelt	73%	73%	79%
Woodson	76%	79%	82%

Chronic Absenteeism Rate for 9th Grade Academy Students			
<i>School</i>	<i>SY22-23</i>	<i>SY23-24</i>	<i>SY24-25 (End of Term 2)</i>
Anacostia	79%	71%	84%
Ballou	84%	76%	66%
Cardozo	67%	67%	58%
Coolidge	66%	70%	49%
Dunbar	81%	77%	69%
Eastern	66%	68%	59%
Ron Brown	54%	46%	52%
Roosevelt	73%	76%	61%
Woodson	72%	67%	67%

Promotion Rate for 9th Grade Academy Students			
<i>School</i>	<i>SY22-23</i>	<i>SY23-24</i>	<i>SY24-25 (End of Term 1)</i>
Anacostia	88%	90%	73%
Ballou	57%	84%	81%
Cardozo	89%	88%	87%
Coolidge	83%	83%	95%



Dunbar	96%	93%	91%
Eastern	75%	76%	95%
Ron Brown	91%	96%	93%
Roosevelt	72%	77%	89%
Woodson	82%	76%	89%

Truancy Rate for 6th Grade Academy Students			
<i>School</i>	<i>SY22-23*</i>	<i>SY23-24</i>	<i>SY24-25 (End of Term 2)</i>
Brookland		2%	3%
Eliot-Hine		47%	15%
Hart		45%	20%
Ida B. Wells		30%	11%
Jefferson		31%	12%
Johnson		34%	10%
Kelly Miller		45%	14%
Kramer		59%	47%
MacFarland		45%	27%
Sousa		51%	17%
Stuart-Hobson		24%	5%

* Before launch of 6th Grade Academies

In-Seat Attendance for 6th Grade Academy Students			
<i>School</i>	<i>SY22-23*</i>	<i>SY23-24</i>	<i>SY24-25 (End of Term 2)</i>
Brookland		92%	91%
Eliot-Hine		91%	92%
Hart		90%	90%
Ida B. Wells		92%	93%
Jefferson		93%	93%
Johnson		90%	89%
Kelly Miller		91%	90%
Kramer		85%	86%
MacFarland		91%	88%
Sousa		89%	92%
Stuart-Hobson		92%	95%

* Before launch of 6th Grade Academies

Chronic Absenteeism for 6th Grade Academy Students
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<i>School</i>	<i>SY22-23*</i>	<i>SY23-24</i>	<i>SY24-25 (End of Term 2)</i>
Brookland		23%	32%
Eliot-Hine		35%	29%
Hart		41%	36%
Ida B. Wells		23%	25%
Jefferson		22%	27%
Johnson		43%	39%
Kelly Miller		22%	24%
Kramer		51%	56%
MacFarland		36%	41%
Sousa		49%	30%
Stuart-Hobson		21%	19%

* Before launch of 6th Grade Academies

Promotion Rates for 6th Grade Academy Students			
<i>School</i>	<i>SY22-23*</i>	<i>SY23-24</i>	<i>SY24-25 (End of Term 1)</i>
Brookland		96%	96%
Eliot-Hine		88%	88%
Hart		88%	88%
Ida B. Wells		95%	97%
Jefferson		87%	99%
Johnson		91%	82%
Kelly Miller		98%	100%
Kramer		87%	87%
MacFarland		93%	85%
Sousa		78%	95%
Stuart-Hobson		86%	99%

* Before launch of 6th Grade Academies

67. Please provide the following information about the Cluster Support Model and its supporting staff:

- In table form for SY21-22, SY22-23, and SY23-24, the categories of support, the number of staff assigned to each category, and a quantitative measure of success for each category of support;**
- By support category, each school that was an intensive support school in SY23-24 and was no longer an intensive support school in SY24-25;**
- For each support category, a description of which activities directly support schools and school staff, and which directly support central office functions.**



DCPS has set three measures of success for the Cluster Support Model during SY24-25:

- The model-wide average coaching cadence for schools receiving Intensive Support Coaching Cycles represents at least weekly touchpoints with their CST Member.
- At least 80% of School Based POCs will answer favorably to the statement: *"The coaching and support provided by this CST member is enhancing my capacity in knowledge, skills, and mindsets"* representing a 5% increase.
- At least 73% of principals respond favorably to the question: *"How effective is the coaching and support provided by your Cluster Support Team in building adult/staff capacity at your school?"* representing a 5% increase.

While many factors impact student achievement outcomes, the Cluster Support Model is a critical lever for driving achievement. For example, in SY23-24:

- Moten ES received Intensive Support in Elementary ELA & SS from the CSM, which included 13 coaching and support touchpoints from the CST Member which focused on student work and assessment data analysis, teachers creating reteach plans, and pedagogical strategies to building writing skills and oral fluency. Moten ES had a -15.5% decrease in L1 students on CAPE ELA and a +8.3 increase in L4/L5 students in CAPE ELA that school year.
- Marie Reed ES received Intensive Support in Elementary Math & Science from the CSM, which included 11 coaching and support touchpoints from the CST Member which focused on teachers leveraging the Eureka and Building Fact Fluency Curriculum and implementing Weekly Planning and Weekly Data Meetings. Marie Reed had a -9.61% decrease in L1 students on CAPE Math and a +12.24% increase in L4/L5 students in CAPE Math that school year.

DCPS has provided support in the following categories via the Cluster Support Model.

Support Areas	Number of Staff SY21-22	Number of Staff SY22-23	Number of Staff SY23-24	Number of Staff SY24-25
Early Childhood Education	4	4	3	*
STEM	12	12	12	7
Literacy & Humanities	12	13	13	8
ESOL Services	6	5	5	5
Special Education	10	10	10	10
EdTech	5	5	5	4
Attendance	6	6	6	6
School Data & Performance	5	4	4	4
Family & Community Engagement	4	4	4	*
CSP/Continuous Improvement	3	3	4	*
Learning & Development Sciences	*	5	5	5
MTSS	11	9	9	4
Operations	10	9	9	9

**Team not included in the Cluster Support Model for this year.*

In the early years of the Cluster Support Model, a small subset of schools in each Cluster were designated each semester as receiving intensive support from all content areas. Over the past



several years, we have refined the model's approach to be more differentiated. Currently, intensive support is assigned by content area at each school in quarterly coaching cycles using content-specific data-driven diagnostic criteria and close consultation with the Instructional Superintendent. Under this approach, one school could have intensive support only in Attendance for one quarter, while another school could get intensive support in ELA, Math, Science, and Social Studies for an entire school year.

This differentiated approach allows us to support more schools and school staff more deeply in a short burst. Intensive Supports in this approach are goal-driven coaching services provided to an assigned school point of contact for 7-8 weeks. These coaching services are highly tailored and are followed by gradual release and intentional follow-ups. Intensive Support designations are determined based on both qualitative and quantitative strengths and needs within each school, in alignment with school CSPs, district goals, and Instructional Superintendent priorities. It should be noted that significant staff reductions in FY25, which impacted both the number of participating teams and total FTE count, have led to 27 fewer members of the CST in SY24-25 than in SY23-24.

Please see Attachment Q67 – Cluster Support Model for intensive support designations by support area / school pairing for SY23-24 and SY24-25 so far. Below is a summary chart showing schools that received intensive supports in 3+ content areas in SY23-24 vs. SY24-5. Please note:

- SY24-25 data is through January 2025; more schools will receive intensive support in Spring 2025. These schools have not yet been identified as they will be determined based on MOY data, progress through the winter, etc.
- Due to the reduction in FTEs in FY25 (27 fewer FTEs in the CSM), there is an inherent reduction in capacity to provide school-specific intensive support. CSM teams and Instructional Superintendents have worked closely together to prioritize schools for intensive support based on quantitative and qualitative data.

Schools that received intensive support from 3+ teams in SY23-24	Schools that continued to receive intensive support from 3+ teams into SY24-25? (yes/no)
Amidon-Bowen ES	yes
Anacostia HS	yes
Ballou HS	yes
Ballou STAY HS	yes
Bard High School Early College DC	yes
Barnard ES	yes
Boone ES	no
Brightwood ES	yes
Browne EC	no
Burrville ES	yes
Cardozo EC	yes
Cleveland ES	no
Coolidge HS	no

Drew ES	yes
Dunbar HS	yes
Garfield ES	yes
Hart MS	no
Hendley ES	yes
Houston ES	yes
Ida B. Wells Middle School	no
J.O. Wilson ES	yes
Jefferson Middle School Academy	no
Johnson, John Hayden MS	yes
Kelly Miller MS	yes
Ketcham ES	yes
Kimball ES	no
King, M.L. ES	no
Kramer MS	yes
Langdon ES	yes
Langley ES	yes
Malcolm X ES @ Green	yes
Marie Reed ES	no
McKinley MS	yes
Miner ES	yes
Moten ES	no
Patterson ES	no
Roosevelt STAY HS	no
Savoy ES	yes
Simon ES	yes
Smothers ES	yes
Sousa MS	yes
Takoma ES	yes
Thomson ES	yes
Truesdell ES	yes
Tubman ES	yes
Turner ES	yes
Walker-Jones EC	no
Wheatley EC	yes
Whitlock ES	yes
Woodson, H.D. HS	yes

Please note: This data is through December 2024; additional schools will receive intensive support in Spring 2025.



c. See chart below for a description of services provided by the Cluster Support teams.

Support Area	District-Wide Services	Direct Support for School Staff & Schools
Core Content Teams Literacy & Humanities STEM ECE*	<p>Research, develop, curate, and procure PreK-12 Tier 1 curricular materials for all schools.</p> <p>Design and facilitate adult learning experiences for teachers, LEAP Leaders, and Principals on all District-Wide PD Days (~15-25 days per year, depending on team).</p> <p>Support the implementation and data analysis of district-wide formative and summative assessments and state assessments.</p> <p>Identify and support the implementation of content-specific Tier 2 and 3 academic intervention materials and programs for all schools.</p>	<p>Conduct classroom observations with school leaders and instructional superintendents using content-specific, evidence-based walkthrough tools to provide feedback, and coaching to school Academic Leadership Teams.</p> <p>Through intensive coaching cycles, build LEAP Leader capacity in designing and facilitating weekly professional learning seminars for teachers focused on lesson internalization and planning, student work and assessment data analysis, content and pedagogy, and instructional strategies.</p> <p>Through intensive coaching cycles, build LEAP Leader capacity in teacher coaching including engaging in classroom observations and debrief, coaching conversations, and modeling instructional practices.</p> <p>As needed for specific content areas, provide 1:1 coaching to struggling teachers in content, pedagogy, and data analysis.</p>
Special Education	<p>Research, develop, curate, and procure materials to support schools in implementing evidence-based case management and instructional practices for students with disabilities.</p> <p>Monitor and support the completion of school-level documents and actions so that every school's LEA Representative Designate will ensure their school meets IDEA and DCMR requirements.</p> <p>Provide professional development, resources, and guidance to school leaders, Special Education Leaders and LEA RDs so they are able to lead Special Education processes and best practices for their school and departments. Topics</p>	<p>Provide monthly compliance data reports to school leaders and instructional superintendents.</p> <p>Conduct classroom observations with school leaders and instructional superintendents using special education walkthrough tools to provide feedback, and coaching to school Academic Leadership Teams.</p> <p>Through intensive coaching cycles, build LEAP RD capacity in strengthening the school's management of the Eligibility & IEP Processes.</p> <p>Through intensive coaching cycles, build the capacity of Special Education Leaders</p>



	include: Specially Designed Instruction (SDI), IEP Development, and High Leverage, Whole Child Instructional Practices.	to address access, growth, and proficiency gaps for students with disabilities through the provision of effective Specially Designed Instruction (SDI).
EdTech	Research, develop, curate, and procure materials and programs to support schools in implementing educational technology programs and strategies in classroom instruction and school-wide systems.	Build the capacity of educators to implement educational technology through PD and coaching.
Attendance	<p>Provide best practices, templates, toolkits and exemplars for attendance strategies.</p> <p>Support CSP development and progress monitor attendance portion of the plans.</p> <p>Conduct summer and ongoing outreach and interventions for profoundly absent students.</p> <p>Monitor and assess implementation of DCPS Attendance Protocol according to Continuous Improvement Framework (ex: SACs, CFSA referrals); offer guidance and support as needed.</p>	<p>Through intensive coaching cycles, build the capacity of school staff attendance POCs to meet attendance protocol and policy requirements.</p> <p>Provide technical assistance to POCs on attendance updates, time sensitive announcements, compliance, best practices, and Q&A. One session per month will be reserved for team members to present to APs, POCs, etc. based upon a pre-determined topic.</p>
ESOL Services	Research, develop, curate, and procure materials and guidance to ensure schools are equipped to support MLLs. Design and facilitate adult learning experiences for school staff to strengthen strategies in teaching multilingual learners in the four domains of speaking, listening, reading and writing.	Through intensive coaching cycles, build the capacity of educators to implement teaching strategies, data analysis, goal development, and strategic planning processes to support multilingual learners.
School Data & Performance	<p>Train ALTs and principals and provide ongoing support for DCPS Data Analysis Dashboards.</p> <p>Develop, maintain, and train on School Data and Performance Resource Bank that includes each data-driven component of the continuous improvement cycle.</p>	Build the capacity of Academic Leadership Teams to monitor progress toward CSP goals and implementation of CSP strategies.



	Manage recurring data reports across academic, behavior, and attendance categories among others at the district, cluster, and school-levels.	
Family & Community Engagement*	<p>Liaise between school, central services teams, partner DC agencies, community organizations, and families to support DCPS goals.</p> <p>Provide PD on topics around communicating with families, using tools like Remind, creating a welcoming school environment and working with LSATs.</p>	Build the capacity of school staff to engage and communicate with families in service of student outcomes.
CSP / Continuous Improvement *	Design and implement a system of differentiated support and continuous improvement to ensure all schools steadily move toward excellence.	Meet regularly with school leadership at status schools (i.e., CSI, CSI-Grad, CSI-SG, TSI, ATSI) to progress monitor school improvement strategies and adjust the CSP/SIP as necessary.
Learning & Development Sciences	Work across Central Services teams to ensure whole-child aligned practices are incorporated into curriculum and instruction, evaluation (IMPACT), professional learning, policies, etc. Provide District-Wide PDs on achieving culture goals using Becoming Core Practices with emphasis on Co-Regulatory and Restorative Practices and MTSS (7+ days per year)	<p>Provide intensive coaching and support to 40 DCPS Becoming Pilot Schools to build Restorative Practices capacity and navigate behavior policy.</p> <p>Manage Bullying Prevention and support with reduction of exclusionary practices, and support with compliance of discipline policies.</p> <p>Monitor supports for students with multiple days of OSS and IS Led Conference Process.</p> <p>Help schools codify practices that create supportive learning environments and developmental relationships, to build a strong sense of belonging and academic engagement.</p>
MTSS	<p>Research, develop, curate, and procure materials to support schools in implementing a holistic Multi-Tiered System of Supports model.</p> <p>Manage the Panorama Student Success platform and analyze metrics to determine trends across behavior, academics, attendance, and social emotional development to inform</p>	Build the capacity of the MTSS Lead, school leaders, and school staff to create conditions for student and adult success by leveraging data-informed systems and collaborative structures that foster holistic, integrated, and equitable supports for students.



	district-wide priorities and strategies	
Operations	<p>Provide strategic support for school opening and school closing planning and execution.</p> <p>Provide guidance, regulations, and support with day-to-day operations, facilities, cleanliness, finance, and safety & security for all schools.</p>	<p>Provide proactive operational planning and support to school strategy and logistics personnel, and resolve time-sensitive operational issues.</p> <p>Build the capacity of school strategy and logistics personnel to meet all compliance measures and maintain operational excellence in their schools.</p>

**Teams were previously included in the Cluster Support Model but are not included in SY24-25. These teams still provide district and school-specific supports, but these supports may look slightly different this year.*

Facilities

68. Describe the actions DCPS took in FY24 and FY25 to maintain or achieve compliance with the Americans with Disabilities Act, specifically as it relates to facilities and spaces. Include a narrative about ADA-dedicated funding for schools and agreements or plans with other agencies, including DGS and ODR.

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 requirements. 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.

FY24 Finished Projects:

- Elevators: Bunker Hill, Meyer, Tyler
- Modernizations: Dorothy Height, Whitlock, Garfield, Francis
- ADA Restroom Upgrades: Simon
- ADA Upgrades: Turner

Projects Expected for Completion in FY25:

- Elevators: Lafayette, Emery, Garnett-Patterson Stay
- ADA Ramp: Lafayette
- Modernizations: Adams, Truesdell, Browne
- ADA Upgrades: Garrison, Turner
- ADA Playground: Shepherd



- 69. Provide a list of all DCPS buildings for which DCPS submitted annual ADA self-evaluations and annual ADA implementation plans to the Office of Disability Rights, as required by D.C. Official Code § 2–1431.02(a)(5). Also, include the date on which the submission was made.**

DCPS & The Office of Disability Rights continue to collaborate on conducting the required building surveys of all 117 schools. ODR has trained DCPS staff on the overall process of conducting the survey, completing the assessment documents, and developing the implementation plans. To date, ODR has conducted 82 self-evaluations on DCPS' behalf as we work to build capacity to complete the remaining walks by 3/15/25. All 117 surveys, assessments, and implementation plans will be filed by 3/15/25 as well. The list of surveys and assessments completed thus far can be found here:

<https://app.box.com/s/gdlc749sx3fv82qg3556tmjugllmxg4o>

- 70. Please list all DCPS buildings, sites, or swing spaces not being used by a permanent school and identify their planned use through SY29-30.**

DCPS begins planning for swing spaces when a school is first added to the Capital Improvements Plan. Approximately 18 months before the school is scheduled to swing, the location is finalized and shared with the school community. This timeframe allows parents to make plans regarding the enrollment lottery and allows DCPS to discuss swing space locations with school communities prior to students learning in a new facility. DCPS is currently evaluating future projects and will release additional information regarding building usage, including swing space locations for some schools, as part of Mayor Bowser's FY26-31 Capital Improvements Plan. Additionally, the Deputy Mayor for Education provides information about building usage for public school buildings as part of the Master Facilities Plan and annual Master Facilities Plan Supplement. Swing space locations that were finalized as part of the FY25-30 Capital Improvements Plan were submitted to the Council in July 2024 and can be found in the PACE Supplement at <https://lims.dccouncil.gov/Legislation/RC25-0209> on page 8 and 9 of the report.

Special Populations

- 71. Please provide school-level data regarding the timeliness of special education evaluations, IEP meetings, and service provisions for SY20-21, SY21-22, SY22-23, and SY23-24 and SY24-25.**

Please see Attachment Q71 – Special Education Timeliness. Reports regarding the timeliness of special education evaluations, IEP meetings, and service provision are not yet available for SY23-24 or SY24-25 given the transition to PowerSchool Special Programs.

- 72. How many students transitioned from a nonpublic school to a DCPS school in SY21-22, SY22-23 SY23-24, and SY24-25?**

Number of Students Transitioned from a Non-Public Placement to DCPS	
<i>School Year</i>	<i># of Students</i>
2021-22	9
2022-23	2



2023-24	4
2024-25	3

73. Provide an update on DCPS' public/private partnerships to provide special education services during SY23-24 and SY24-25.

Academic Programs

Academic Programs 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.

Related Services

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.

University	Occupational Therapy	Speech-Language Pathology
Howard University	X	X
University of Maryland, College Park		X
Trinity College	X	

Non-Public

In SY 23-24 and SY 24-25, DCPS has Memorandum of Agreements with both Department of Youth Rehabilitation Services (DYRS) & Child and Family Services Agency (CFSA) to monitor the educational programs of their students with IEPs in residential placements.

Secondary Transition

In SY 2023-2024 and SY 2024-2025, the DCPS Division of Specialized Instruction (DSI) Secondary Transition Team has partnered with both private organizations and public agencies to provide secondary transition services to transition-aged students (14-22 years old) 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.

Project SEARCH Capital Area Region (PSCAR) is a "school-to-work" transition program offered through a partnership between DC Public Schools, DC Department on Disability Services' (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. Project SEARCH interns receive daily instruction in employability skills and gain hands-on work experience by rotating among three 10-week unique paid internships at partnering hospitality host site locations. The goal for each student is competitive, integrated employment by the end of the experience.

DSI's 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. Memorandums 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.

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.

RCM (Revitalizing Community Membership) of Washington, Inc., in collaboration with our partners at the 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 an opportunity for students to explore their career interests and contributions, learn about accommodations and disclosure, and networking. Students create employment portfolios containing resume, headshot, elevator pitch, employment team, contributions, vocational themes and conditions for employment and accommodations as needed. In 2023-2024, 12 students completed the Guided Group Discovery Program.

Special Education Inclusion Team

The Special Education Inclusion Team has secured a Scaling-up of Evidence-based Practices (SISEP) technical assistance partnership with the Department of Education's Office of Special Education Programs, OSSE, and the National Implementation Research Network. The purpose of the State Implementation and SISEP Center is to help 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 through the use of the science of implementation and strategies for organization change.



The 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.

What we receive from SISEP:

- 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 and 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 regional, district, and school agencies
- Opportunity to participate within national community of practice (COP)

How we will use SISEP to improve outcomes for students with disabilities:

- Develop our knowledge and skill of effective implementation practices to strengthen our provision of supports across the least restrictive environment continuum
- 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 with disabilities.
- Develop structures to support collaboration among our teams to increase alignment and coherence with programming supporting Tier I instruction
- Gather, analyze, and use implementation data to continuously improve the support we provide.
- Leverage the national community of practice (COP) to learn what's working in other districts

74. For SY21-22, SY22-23, and SY23-24, how many special education mediation requests did DCPS receive? Of those, how many did DCPS agree to mediation? Of those, how many were resolved through mediation? How many were not?

Special Education Mediation Requests			
	SY21-22	SY22-23	SY23-24
How many special education mediation requests did DCPS receive?	12	21	16
Of those, how many did DCPS agree to mediation?	7	15	6
Of those, how many were resolved through mediation?	5	9	4
How many were not?	2	6	2



75. For each school other than River Terrace, please list the following information for SY23-24 and SY24-25:

- 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 see Attachment Q76 – 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 students and space availability. Please note that Garnet-Patterson STAY, Hendley ES, and Johnson 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 hire additional staff by using flexible funds, repurposing other FTEs, or by petitioning for a budget change.

76. For SY23-24 and SY24-25, 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		
Category	School Year 2023-2024	School Year 2024-2025
DCPS	8,296	8,671
Dependent Charter	251	250
Non-Public Day	288	262
Residential	10	17
Private / Religious	138	91

77. DCPS operates the Luke C. Moore Academy, Youth Engagement Academy, Ballou STAY, and Garnet-Patterson STAY 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 SY22-23, SY23-24, and SY24-25;
- (b) Number of students have successfully graduated in SY22-23, SY23-24, and SY24-25;
- (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.



School-Wide Enrollment			
<i>School</i>	<i>SY22-23 (Final Audited)</i>	<i>SY23-24 (Final Audited)</i>	<i>SY24-25 (as of 1/30/25)</i>
Ballou STAY	442	453	411
Garnet-Patterson STAY	740	703	535
Luke C. Moore	211	264	293

Number of Students Graduated from Program			
<i>School</i>	<i>SY22-23</i>	<i>SY23-24</i>	<i>SY24-25 (through 1/30/25)</i>
Ballou STAY	86	48	N/A
Luke C. Moore	25	36	N/A
Garnet-Patterson STAY	65	40	N/A

Number of Students with IEPs			
<i>School Name</i>	<i>SY22-23</i>	<i>SY23-24</i>	<i>SY24-25 (through 1/30/25)</i>
Ballou STAY	70	49	54
Luke C. Moore HS	47	53	62
Garnet-Patterson STAY	73	66	89

Number of Students with 504s			
<i>School Name</i>	<i>SY22-23</i>	<i>SY23-24</i>	<i>SY24-25 (through 1/30/25)</i>
Ballou STAY	N<10	15	15
Luke C. Moore HS	15	18	25
Garnet-Patterson STAY	23	21	15

Number of Special Education Teachers Assigned to the Programs			
<i>School Name</i>	<i>SY22-23</i>	<i>SY23-24</i>	<i>SY24-25 (through 1/30/25)</i>
Ballou STAY	9	8	8
Luke C. Moore HS	8	7	8
Garnet-Patterson STAY	9	8	9

Number of Hours of Specialized Instruction That Can Be Provided

<i>School Name</i>	<i>SY22-23</i>	<i>SY23-24</i>	<i>SY24-25 (through 1/30/25)</i>
Ballou STAY	27.5	27.5	27.5
Luke C. Moore HS	27.5	27.5	27.5
Garnet-Patterson STAY	27.5	27.5	27.5

Number of Related Service Providers Assigned to the Program										
<i>School Name</i>	SY23-24					SY24-25				
	<i>Psych FTE</i>	<i>Social Work FTE</i>	<i>SLP FTE</i>	<i>OT FTE</i>	<i>PT FTE</i>	<i>Psych FTE</i>	<i>Social Work FTE</i>	<i>SLP FTE</i>	<i>OT FTE</i>	<i>PT FTE</i>
Ballou STAY	1	3	0.2	0.1	0	1	3	0.2	0.1	0
Luke C. Moore HS	1	2	0.2	0.1	0	1	2	0.2	0.2	0
Garnet-Patterson STAY	1	3	0.2	0.1	0	1	3	0.3	0.1	0

DCPS does not run a program called the Youth Engagement Academy. DYRS is responsible for the Youth Services Center and New Beginnings.

- 78. Please provide the following information about students who are English Language Learners:**
- For SY22-23, SY23-24, and SY24-25, how many students are English language learners?**
 - List in table format by age, grade level, special education level, and classification.**
 - What were the top five primary languages spoken in SY22-23 for each grade level (if available)**
 - What strategies or initiatives has DCPS implemented to provide ELL students with necessary support?**

DCPS continues to support Multilingual Learners (MLs) at all grade levels. At the ECE level, DCPS is utilizing Creative Curriculum and Building Blocks. Educators work with specialists to ensure that ML students are identified and the curricular supports for multilingual learners are in place. Within the K-12 spaces, DCPS is leveraging the DCPS curriculum, a specialized curriculum for recently arrived Newcomer ML students, and professional learning opportunities for all educators working with ML students. This includes the following instructional models: inclusion, dual-language, native language literacy development and supports, Internationals Network Project Soaring (expansion of previous supports for International Academies) now serving Cardozo, Roosevelt, Dunbar, Eastern, Woodson, and Garnet-Patterson STAY, and content-based sheltered instruction. DCPS is also continuing to use required curricular task guidance and amplifications so that ML students at all levels can participate in completion of RCTs. DCPS increased access to high quality professional learning through ELlevation modules (asynchronous PL modules) and SIOP (Sheltered Instruction Observation Protocol). Many educators (school leaders, instructional coaches, teachers and paraprofessionals) have participated. Finally, ELSAP (English Learner Summer Academic Program) continues to be an effective initiative serving ML students in grades K-12.



DCPS continues to extend and expand language access resources and supports in alignment with the DC Language Access Act. Increasing language access for families is a critical level in increasing the connection between schools and families in support of the students' success. Please see Attachment Q79 – Multi-Lingual Learners to find additional information.

79. For the New Heights program, please share funding, the number of youths served by ward, and key outcome measures including:

- a. 4-year and 5-year graduation rate
- b. Number of Students using Home and Hospital Instruction
- c. Number of students receiving support to access a childcare voucher, WIC, Housing, TANF, Medicaid, and SNAP
- d. Other program outcomes

The New Heights Program for Expectant and Parenting Students provides expectant and parenting DCPS students with the assistance, support and guidance they need to handle the responsibilities of raising a child and graduating from high school. In the 2023 – 2024 school year, DCPS's New Heights program served 132 students. The 4-year graduation rate for those students was 56% (20 of 36 students). The 5-year graduation rate for those students was 47% (22 out of 47 students). The 5-year graduation rate includes students who entered high-school in SY19-20 or later and could have been in New Heights at different points. Of the students in the program, 15 received home and hospital instruction. Information about the number of students who received support to access a childcare voucher, WIC, Housing, TANF, Medicaid, or SNAP is forthcoming. DCPS finds that the more services a student in New Heights receives, the more likely they are to graduate, attend school more frequently, and earn credits.

Early Childhood

80. 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.

- 81. How many developmental screenings did the Early Stages program conduct in SY22-23, SY23-24, and SY24-25? How many were recommended for further evaluation? (a) 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			
	<i>SY 22-23</i>	<i>SY 23-24</i>	<i>SY 24-25 YTD (2.7.25)</i>
Students Screened	3,981	3,880	3,422
Recommended for Further Evaluation	956	935	

The data for school years is from July 1 through June 30. Early Stages uses this date range because the program runs over twelve months and these dates correlate with federal and District court reporting cycles. 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 facilitated and monitored by Early Stages but administered by teachers in schools.

Timeframe to Complete Evaluations				
<i>School Year</i>	<i>Within 60</i>	<i>Within 90</i>	<i>Within 120</i>	<i>Over 120</i>
<i>SY 22-23</i>	446 (92%)	25 (5%)	10 (2%)	6 (1%)
<i>SY 23-24</i>	415 (88%)	30 (6%)	16 (3%)	13 (3%)
<i>SY 24-25 YTD (2.7.25)</i>	119 (95%)	3 (2%)	2 (2%)	1 (1%)

Please note that the data in the table above are comprehensive raw data for Child Find referrals completed by 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.

- 82. 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 SY22-23, SY23-24, and SY24-25.**



During SY21-22, SY22-23, and SY23-24, and SY 24-25 DCPS 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.

83. How does DCPS comply with federal and local requirements for early childhood education and provide high-quality educational experiences for students in this age group?

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 \$2,510,849 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 fourth 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 the 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:
 - Oversees walkthroughs completed by the Quality Assurance Coordinator (monthly) and Health Coordinator (bi-monthly).
 - 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 quarterly by the school principals and monthly by the Senior Deputy Chief of Early Childhood Education.
 - Meets quarterly with school leaders to review monthly reports, discuss program implementation, and identify and discuss quality improvement.
 - Reviews data from monthly school level meetings to identify trends in quality improvement.
 - Meets monthly with Head Start staff to review program data and identify and discuss quality improvement.
 - 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.

Extracurricular and Enriching Programming

84. Please provide 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 SY22-23, SY23-24, and in SY24-25 by school. Please note if school budgets were used to fund these programs.

Please see Attachment Q85 – Partners.

85. Please provide the mean, median, and mode for how long it took applicants to receive their clearances for SY23-24 and SY24-25.

DCPS saw improvement in the average timeline to move through the clearance process. This was primarily due to (1) the transition to the Application Station background clearance process that has increased the operational efficiency of managing clearance cases, 2) expansion of standard operating procedures and guidelines to improve the accuracy and efficiency of results being logged, and (3) continued system 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.

Average Clearance Time For Applicants		
<i>Measurement</i>	<i>7/1/23 – 1/25/24</i>	<i>1/26/24 – 1/20/25</i>
Mean (in Days)	12.7 days	12.29 days
Median (in Days)	5 days	6 days
Mode (in Days)	1 day	1 day



86. For each DCPS school with a National Academy Foundation (NAF), please provide in table form:

- a. The name of each academy and the number of students enrolled;**
- b. The average GPA of the students in each academy;**
- c. The number of internships students from that academy participated in, broken down by school year and summer;**
- d. The number of students who graduate in that academy with CTE Industry Recognized Credentials or Early College Credits; and**
- e. The number of concentrator students within each academy.**

Please see Attachment Q87 – CTE Programs of Study. Please note the following definitions when reviewing this data.

- Enrollment = Student is enrolled or scheduled to take a CTE aligned course during a school year.
- Participants have earned 1 or more credits in a CTE Program of Study.
- Concentrators have earned 3 or more credits in a CTE Program of Study. Completers have earned 4 credits in a CTE Program of Study.

Please note that the participants and concentrator numbers in the table are for the Class of 2024, while enrollment is for SY24-25.

87. Please provide the following regarding the District of Columbia Interscholastic Athletic Association (DCIAA):

- a. Each DCIAA sports team, by gender, for each school and the corresponding budget;**
- b. The budgets for each DCPS athletic facility;**
- c. An explanation of how DCIAA decides which schools are approved for which athletics programs and how DCIAA budgets accordingly; and**
- d. An explanation of how DCIAA determines athletic facility and equipment budget.**

Information regarding DCIAA teams is available to the public at www.thedciaa.com. A comprehensive list of DCIAA-sanctioned sports and budgets associated with each school can be found in Attachment Q88 – DCIAA.

DGS is responsible for maintaining and repairing DC Government facilities. Repair tickets are submitted through DGS Salesforce by school-based staff members. Repair tickets for Spingarn Field are submitted by DCPS Athletics Department.

The DCIAA New Team Request Process is outlined in Article 6 of the District of Columbia Interscholastic Athletic Association Athletic Handbook, which is accessible via www.thedciaa.com. This process affords Principals and Athletic Directors with the opportunity to apply for sports teams for the succeeding school year. Principals and Athletic Directors must apply for each team in the DCPS Athletic Tracking Database (QuickBase) by the designated date provided by the Director of Athletics.

The factors in the review process are, but not limited to:



- A school's history of successfully fielding teams. Among other things, successful teams have no forfeits, full team rosters, and responsible coaches.
- What other teams already exist at a school. Priority will be given to schools that have fewer teams relative to the size of their student body.
- A school's preparation to launch the team, as indicated by the responses to the application questions.
- School must demonstrate a high level of student interest in the team that is requested.
- School must demonstrate the availability of facilities to support the team request.
- School must commit to hiring a qualified coach for the team.
- The coach must be willing to take necessary coaching courses within the mandated time frame in order to serve as coach and fulfill all mandated requirements to be certified. The courses include: AED, CPR training in Emergency Skills, First Aid training, Concussion training, Heat Acclimatization.
- How a new team would affect a school's proportionality numbers under Title IX.
- How expensive the sport is to set up and maintain, in terms of equipment, coaches, buses, officials. Some sports have a higher per-athlete or per-team costs than others.
- Student body composition. In general, high schools that do not serve grades eleven (11) or twelve (12) will not be considered for varsity-level team sports if physical mismatches occur.

DCPS Athletics Department will also consider budgetary constraints and operational impact. Athletic operations include transportation, officials, medical coverage, and security. If school leaders are not satisfied with the decision, they will be granted an opportunity to appeal the new team request decision(s) to the DCPS Senior Deputy Chief of SEAD Strategy.

High School budgets are based on a formula that considers the cost of facilitating each sport. Sports that require safety equipment can be substantially more expensive to operate. Each DCPS High School has an individual who performs the duties associated with the position of Athletic Director. They are responsible for purchasing equipment and uniforms for their respective athletic departments. Equipment orders are reviewed by DCPS Athletics Department to ensure DCPS remains compliant with local, state, and federal Title IX statutes. DCPS Athletics Department is responsible for ordering equipment and uniforms for elementary school, middle school, and Opportunity Academies athletic programs.

88. Provide a list of schools with advisory models. For each different type of model, describe who prepares the curriculum, how advisors are expected to interact with parents, and any criteria for success.

Secondary schools can build advisory periods into their master schedules, in alignment with DCPS Secondary Scheduling Guidance. Advisory can be scheduled for 1 day a week, on an alternating day schedule, or daily. Many activities can occur during the advisory, including SEL activities, class meetings, study hall, and assemblies. Schools often leverage their advisory periods as a time to focus on priorities from their Comprehensive School Plan (e.g., experiential learning), or areas where they know many students need more support (e.g., social emotional



skills). Students can be taught/supervised by non-teaching staff during advisory periods, affording flexibility to provide teachers with additional planning time. Many advisory teachers work closely with families to support students' academic and social emotional success. Schools have autonomy to design advisory period structures that meet the needs of their students, staff, and families. 32/44 schools with grades 6-12 have advisory periods in SY24-25:

- Ballou STAY
- Bard High School Early College DC
- Brookland MS
- Browne EC
- Cap Hill Montessori @ Logan
- Cardozo EC
- Columbia Heights EC (CHEC)
- Deal MS
- Eastern HS
- Ellington School of the Arts
- Excel Academy
- Garnet-Patterson STAY
- Hardy MS
- Hart MS
- Ida B. Wells MS
- Jackson-Reed High School
- Jefferson MS Academy
- John Francis EC
- Kramer MS
- Leckie EC
- Luke Moore Alternative HS
- MacArthur High School
- MacFarland MS
- McKinley MS
- McKinley Technology HS
- Oyster-Adams Bilingual
- Phelps ACE HS
- Ron Brown High School
- Roosevelt High School
- School Without Walls HS
- Wheatley EC
- Woodson, H.D. HS

89. For SY22-23, SY23-24, and SY24-25 please list the number of experiential learning opportunities taken by each school has and describe efforts made by DCPS to promote and expand experiential learning for students.

DCPS is committed to providing rigorous, real-world learning experiences for all students. We do this through many strategies, including our core curriculum, Cornerstones (experiential learning experiences for all DCPS students), CTE and internships, and field trips. DCPS works closely with many community partners to support our students' access to the wealth of resources available in and around DC. Field trips are a component of the experiential learning DCPS offers.

DCPS launched the Field Trip Quickbase Application in late December 2022, and, in Spring 2023, the app was rolling out while DCPS trained staff on how to log all field trips. As such, we did not include the number of field trips for SY22-23 since we do not have an accurate capture of the data for the entirety of that school year.

Field Trip Data SY23-24 and SY24-25				
	<i>Less than <50 miles/day trip</i>	<i>Greater than >50 miles/overnight trip</i>	<i>International Trips</i>	<i>Total</i>
SY23-24	3,419	229	24	3,762
SY24-25*	3,116	85	10	3,211

**Field Trip data pulled from DCPS Field Trip QB application as of 1/30/25, a little over SY24-25 mid-way point.*



To increase transportation options for field trips, DCPS is currently in the process of entering into a Bulk Purchase Agreement (BPA) with various bus vendors across the city. Vendors approved for the BPA will demonstrate compliance with DCPS and DC ORM required safety and insurance provisions. Vendors will be approved for the BPA on a rolling process; interested bus vendors can reach out to the Field Trip inbox at any time to receive details: dcps.field-trips@k12.dc.gov.

90. The Committee is alarmed to learn that a DCPS security contractor, Security Assurance Management, is alleged to be violating the Service Contract Act by failing to pay security officers' Health and Welfare payments for vacation, sick leave, and holiday hours. Is DCPS aware of the allegations? How is DCPS encouraging its contractor, Security Assurance Management, to pay workers Health and Welfare on vacation, sick leave, and holiday hours?

DCPS is not aware of this allegation. DCPS contracts with Security Assurance Management, Inc. (SAM) to provide security services for our schools; however, we do not have oversight of the company's internal operations. Additionally, security personnel employed by SAM are represented by Service Employees International Union and operate under the terms of a Collective Bargaining Agreement.

Sincerely,

A handwritten signature in cursive script that reads "Lewis D. Ferebee".

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