

**Pre-Hearing POH Questions FY26**

**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.**

The organizational chart is attached at Attachment Q01 - Organizational Chart.

**2. Please provide as an attachment 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, 2025. Please indicate all vacant positions in the agency and do not include Social Security numbers.**

The Schedule A is attached at Attachment Q02 - Schedule A.

**3. Please list through December 31, 2025, all employees detailed to or from your agency, if any, anytime this fiscal year. 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.**

None

**4. (a) For FY25, please list each employee whose salary was \$150,000 or more in descending order. For each employee listed provide the name, position title, salary, amount of any overtime and any bonus pay, and their assigned budget (i.e.; Central, School Support, Schoolwide, or schools). (b) For FY26, please list each employee whose salary was \$150,000 or more in descending order. For each employee listed provide the name, position title, salary, and amount of any overtime, any bonus pay as of the date of your response, and their assigned budget (i.e.; Central, School Support, Schoolwide, or schools).**

The list of salaries is attached at Attachment Q04 - Salaries.

**5. Please list, in descending order, the top 15 overtime earners in your agency for FY25. For each, state the employee’s name, position or title, salary, and aggregate overtime pay.**

<b>Top 15 Overtime Earners for Fiscal Year 2025</b>			
<i>Name</i>	<i>Position Title</i>	<i>Salary</i>	<i>Aggregate Overtime</i>
Chase, Kelvin	Custodial Foreman	\$75,774	\$36,849



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Best, Christopher	Custodial Foreman	\$81,806	\$34,512
Jackson, Celestine	Administrative Aide	\$66,269	\$34,106
Sanders, Alonza	Custodial Foreman	\$81,806	\$33,509
Dailey, Brandon	Custodial Foreman	\$53,789	\$29,804
Andrade, Jose	Custodian	\$58,989	\$29,182
Kearse, DeAngelo	Custodial Foreman	\$61,402	\$28,489
Ford, Raycheo	Custodian	\$58,989	\$27,148
Barkley, John	Custodial Foreman	\$74,298	\$25,754
Lawrence, Jessica	Custodial Foreman	\$68,786	\$24,137
Fortune, Francisco	Custodial Foreman	\$62,026	\$23,390
Johnson, Brian	Security Coordinator	\$87,816	\$23,175
Calloway, Emmanuel	Custodian	\$58,989	\$22,643
Cowsert, Derick	Custodial Foreman	\$58,136	\$20,889
Bueno, Elmy	Custodial Foreman	\$70,824	\$20,460

**6. For FY25 and FY26, 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. This response does not include IMPACT*plus* payments. Information related to IMPACT expenditures is answered in question #50.

<b>Bonuses or Special Pay Granted</b>		
<i>Payment</i>	<i>FY 25</i>	<i>FY 26</i>
WTU Bonus Total	\$23,674,198	\$7,012,065
AFSCME Bonus Total	\$2,809,585	\$266,215
CSO Bonus Total	\$2,455,195	\$318,848
Teamsters Bonus Total	\$8,694	\$3,069
Non-Union Total	\$155,135	\$57,089

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Total	\$29,102,808	\$7,657,287
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**7. For FY25 and FY26, 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.

<b>Employees Separated from DCPS</b>		
<i>Reason for Separation</i>	<i>FY25</i>	<i>FY26</i>
IMPACT	101	0
Reduction in Force	138	0
Licensure	59	0
Other (Gross Misconduct and other LMER Separations)	54	34
Excessed WTU Members	9	0
Total Terminations	339	34

**8. For FY25, and FY26, please state the total number of employees receiving worker's compensation payments.**

The number of employees receiving worker's compensation payments represents every separate claim paid during the relevant Fiscal Year. This includes employees on total disability or worker's compensation. Previous reporting included only the number of employees who were on total disability / worker's compensation for the relevant Fiscal Year. Previous reporting did not include the number of employees receiving any workers' compensation payments or claims during those periods.

<b>Employees Receiving Worker's Compensation</b>	
<i>Fiscal Year</i>	<i>Total Claims Paid</i>
FY25	292
FY26	159

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**9. Please provide as an attachment the name of each employee who was or is on administrative leave in FY25 and FY26. 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 (e.g.; investigation pending, returned to duty, employee separated, etc.) “Inactive” and listing dates is not responsive as to status.**

Information about administrative leave is attached at Q09 – Administrative Leave.

**10. For FY25 and FY26, please list, as an attachment in chronological order, all intra-district transfers to or from the agency. Give the date, amount, and reason for the transfer. Please give the date of the transfer (not just the year).**

Information about intra-district transfers is attached at Q10 – Intra-District Transfers.

**11. Please list, in chronological order, and not as an attachment, every reprogramming within your agency during FY26. Also, include both known and anticipated intra-agency reprogramming. For each, give the date, amount, and rationale.**

<b>Reprogrammings Within DCPS</b>		
<i>Date</i>	<i>Amount</i>	<i>Rationale</i>
10/23/2025	\$6,500	Funds are needed to purchase two subscriptions LiveSchool and ParentSquare
11/4/2025	\$48,086	Funds are needed to move forward with art programming
11/4/2025	\$4,000	Reprogramming funds to align with programmatic needs
11/5/2025	\$351,934	The District of Columbia Public Schools requests to reprogram \$351,934.00 within the agency’s DCPS Local Fund 1010001 to align budgets to their proper needs in the FY26 budget.
11/12/2025	\$67,533	The funds are being reprogrammed to align with the FY26 HIVAID grant application.
11/18/2025	\$1,781,911	DCPS is requesting a budget reprogramming of \$1,781,911.00 in Local funds budget authority within DCPS for its annual school-based summer reprogramming.
11/25/2025	\$20,000	To purchase additional custodial supplies and general supplies
11/25/2025	\$15,000	Allocate funds to PCARD for OCFO use.
11/25/2025	\$15,000	To purchase educational and general supplies
11/25/2025	\$186,199	The DCPS requests to reprogram \$186,199.00 within the agency’s DCPS Local Fund 1010001 to align budgets to their proper needs in the FY26 budget.



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12/3/2025	\$22,000	The DCPS requests to reprogram \$22,000.00 Local Fund 1010001 to align budgets to their proper needs in the FY26 budget.
12/3/2025	\$9,897	to order replacement laptops for staff.
12/4/2025	\$5,000	To purchase additional custodial supplies
12/5/2025	\$10,000	Funds needed to purchase general supplies.
12/12/2025	\$3,000	Funds are need to purchase a Desktop for the office staff
12/17/2025	\$3,518	Moving funds to purchase online tool and purchase laptop.
12/18/2025	\$43,000	Bancroft ES is requesting a reprogramming from educational supplies on the p-card to IT Equipment in the amount of \$43,000
12/19/2025	\$211,929	HeadStart
12/19/2025	\$200,000	This reprogramming is to correct an account number.
12/19/2025	\$3,000	Correction of Error: Reprogram from 7132001 to 7131002
12/29/2025	\$247,731	The District of Columbia Public Schools requests to reprogram \$247,731.00 within the agency's DCPS Local Fund 1010001 to align budgets to their proper needs in the FY26 budget.
1/5/2026	\$2,500	Tubmas ES Reprogram to be able to compensate employees who work outside of their tour of duty (Overtime Pay).
1/7/2026	\$17,196	Funds are needed to purchase a curriculum supplement for writing mechanics and grammar.
1/9/2026	\$32,400	Mckinley Tech MS needs supplies and field trip travel funding
1/12/2026	\$21,800	Raymond ES is loading funds to their PCARD that were not allocated during the spring budget development load.
1/13/2026	\$4,762	Moving funds for DCHR services under Citywide MOU for FY26
1/13/2026	\$75,000	Roosevelt HS request reprogramming to support professional development.
1/13/2026	\$35,000	Garnet-Patterson purchasing devices, furmiture and equipment.
1/13/2026	\$6,112	Electronic devices for students and staff
1/14/2026	\$34,300	The funds are needed to cover educational supplies, IT supplies, and IT equipment costs and in alignment with instructional and operational priorities.
1/14/2026	\$10,000	Funds are needed to support 8th grade end of year field trip
1/14/2026	\$2,000	SWW needs to purchase additional art supplies
1/14/2026	\$5,613	Additional funds needed for custodial supplies.
1/14/2026	\$5,000	Classes at Janney ES need additional Educational Supplies.



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1/14/2026	\$6,500	Cleveland ES needs to purchase snacks for students to have during testing windows as well as additional student devices.
1/20/2026	\$12,159,148	This local funding reprogramming submission is budget neutral and reflects within-school reprogramming where schools made shifts to adjust their personnel spending budgets based on current priorities and students' academic and social-emotional needs. This reprogramming also includes a school-to-school reprogramming to reflect a change in location of a special education classroom.

**12. As an attachment, for FY25 and FY26 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 FY24, FY25, and FY26 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.**

Information about Special Purpose Revenue funds is attached at Attachment Q12 - SPR.

**13. Please provide a table as an attachment showing your agency's Council-approved original budget, and revised budget (after reprogrammings, etc.) for fiscal years 2024, 2025, and the first quarter of 2026. In addition, please explain the variances between fiscal year appropriations and actual expenditures for FY25 and FY26.**

Information about budgets is attached at Attachment Q13 - Budgets.

**14. Please list, not as an attachment, all memoranda of understanding (MOU) either entered by your agency or in effect during FY25 and FY26. For each, describe its purpose, indicate the date entered, and provide the actual or anticipated termination date.**

<b>Memorandums of Understanding</b>		
<i>Purpose</i>	<i>Year Entered</i>	<i>Termination Year</i>
With DOES re: facility and security support for Marion Barry Summer Youth Employment Program	2019	2026
With ODDHH re: Schoolwide ADA translation services.	2021	Ongoing
With CFSA re: shared busing cost for DCPS students placed temporarily outside the district	2022	Ongoing

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With OSSE re: student participation in ambulance rides.	2022	Ongoing
With OCTO re: scanning & digitizing a subset of closed school and special education documents.	2023	Ongoing
With ORM re: student and staff travel insurance	2023	Ongoing
With ORM re: nsurance to cover athletic events, student athletic accident coverage and emergency medical services	2024	2026
With CFSA re: educational stability of children/youth in foster care.	2024	Ongoing
With DCPL re: building rental	2024	One time use
With DGS re: maintenance of door and lock systems in DCPS facilities.	2024	2026
With DOH re: medical supplies for school health nurse's offices.	2024	2025
With OAH re: to adjudicate DCPS student discipline matters	2024	Ongoing
With OCTO re: eRate WAN Internet Service	2024	2026
With OCTO re: Internet and WAN connectivity	2024	Ongoing
With OCTO re: DCPS HOD Tracker Application	2024	Ongoing
With DCPL re: students access to library books and digital materials.	2025	2026
With DBH re: outreach and partnership with Community Based Organizations	2025	2026
Compensation for costs the Central Services incur on behalf of the Executive Agencies	2025	2026
With OCTO re: Internet and WAN network infrastructure for schools and offices	2025	2026
With OSSE re: common lottery system	2025	2026
With DOEE re: using space at Eastern High School	2025	Ongoing
With DME re: security for summer school sistes and OST programs	2025	Ongoing
With DOH re: tobacco prevention programming across schools.	2025	2026
With OSSE re: interagency grant applications, EGMS process	2025	2026
With University of Maryland re: student internships	2025	Ongoing
Citywide MOU with DCHR, our portion to cover remote fingerprinting and screening	5+ years ago	Ongoing
With DPR to maintain and staff the shared use of pools attached to DCPS schools	5+ years ago	Ongoing
Agency electricity fixed cost	5+ years ago	Ongoing
With DGS re: fixed cost for water	5+ years ago	Ongoing
With DGS re: fixed cost for rentals	5+ years ago	Ongoing
With DGS re: fixed cost for gas used	5+ years ago	Ongoing

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With DGS re: fixed cost for security services	5+ years ago	Ongoing
With DGS re: fixed cost for waste management	5+ years ago	Ongoing
With DGS re: fixed cost for telecom services	5+ years ago	Ongoing
DGS MOU for cost share of maintaining and repairing city government vehicles	5+ years ago	Ongoing
With DGS re: summer building maintenance support	5+ years ago	Ongoing
With OCFO re: cashiering services at DCPS athletic events	5+ years ago	Ongoing
Fixed cost for OCTO shared services	5+ years ago	Ongoing
With OCTO re: Telecom Services-DC Net portion	5+ years ago	Ongoing
With OCTO re: Telecom Services-Non DC Net portion	5+ years ago	Ongoing
With OCTO re: comprehensive IT services between DCPS and OCTO.	5+ years ago	Ongoing
With OUC re: radio system usage	5+ years ago	Ongoing
With Rehabilitation Services Agency re: workforce development for students in transition	5+ years ago	2026
MPD provides fingerprinting equipment and maintenance of DCPS fingerprinting machines	5+ years ago	Ongoing

**15. 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 FY25 and FY26.**

This request asks for information that is protected from disclosure by the deliberative process and executive privileges.

**16. As an attachment, 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.**

The list of capital projects is attached at Q16 – Capital Projects.

**17. Please list all pending lawsuits in which the agency, or its officers or employees acting in their official capacities, are named as defendants, and for each case, provide the following:**

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- (a) The case name;
- (b) Court where the suit was filed;
- (c) Case docket number;
- (d) Case status;
- (e) If the case potentially exposes the District to significant liability in terms of money/ and or change in practices; and
- (f) An explanation of the issues of the case

Pending Lawsuits					
<i>Case name</i>	<i>Court</i>	<i>Number</i>	<i>Status</i>	<i>Allegations</i>	<i>Significant Liability</i>
Anthony Mills v. Benjamn Banneker Academic High School et al.	Superior	2023-CAB-003594	Open	Negligence / Libel	No
Ashley Seymour and Cortney Jordan v. District of Columbia, et al.	Superior	2024-CAB-007520	Open	Employment	No
Jackson-King, Carolyn v. District of Columbia et al.	Superior	2022-CA-000495-B	Open	Whistleblower	Yes
Charles H., Israel F., Malik Z. v. District of Columbia, et al.	District	1:21-cv-00997-CJN	Open	Special education	Yes
Coleman v. District of Columbia et al.	District	1:24-cv-03598-BAH	Open	Special education	No
Cunningham v. District of Columbia et al.	Superior	2025-CAB-005585	Open	DCAPA/DCHRA	No
Fellowship of Christian Athletes v. District of Columbia et al.	District	1:24-cv-01332-DLF	Open	Religious freedom	Yes
Fredreka Watson v. Avril Crawford et al.	Superior	2025-CAB-001825	Open	Negligence	No
I.G.A et al. v. DCPS et al.	District	1:25-cv-03533	Open	Special education	No
Jackson, Jacqueline v. District of Columbia et al.	District	1:25-cv-00302	Open	Sexual Harassment	Yes
Jellig v. District of Columbia et al.	District	1:23-cv-02659-TSC	Open	Employment	No
Jenkins, Muhammad-Bukhari Abdur-Rahim Living Trust Estate v. District of Columbia Public Schools	Superior	2025-CAB-001814	Open	Employment	No
Nicholson, Nakia v. District of Columbia, et al.	Superior	2023-CAB-007070	Open	Employment	No
Renne Melbourne v. Shiata Urey et al.	Superior	2023-CAB-002446	Open	Assault and Battery	No
Rolle, Venola v. District of Columbia Public Schools	Superior	2022-CA-002758-B	Open	Employment	No
Ruth Taye v. Beverly Ballard	Superior	2025-CAB-002941	Open	Employment	No

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Thaddeus Corley et al. v. District of Columbia et al.	Superior	2025-CAB-006671	Open	Negligence	No
Wiscount v. District of Columbia Public Schools et al.	District	1:23-cv-02751-RDM	Open	Employment	No

**18. Please list the total amount of money the agency or the District, on behalf of the agency, expended to settle claims against it, or its officers or employees acting in their official capacities, in FY25 and FY26 to date. Briefly describe each and the sanction, if any.**

<b>Money Expended to Settle Claims</b>			
<i>Fiscal Year</i>	<i>Money DCPS Expended to Settle Claims</i>	<i>Money OAG Expended to Settle Claims</i>	<i>Total Money Expended to Settle Claims</i>
FY25	\$727,379	\$375,000	\$1,102,379
FY26	\$65,000	\$95,000	\$160,000

**19. Please list each settlement the agency or the District, on behalf of the agency, entered into in FY25 and FY26 to date that involved claims against the agency, or its officers or employees in their official capacity, including any settlements covered by D.C. Code § 2-402(a)(3). For each settlement, provide:**

- (a) The amount of the settlement;
- (b) If related to litigation, the case name and brief description; and
- (c) If unrelated to litigation, please describe the underlying issue or reason for the settlement (e.g. administrative complaint, etc.).

<b>Settlements Entered into in FY25 and FY26</b>		
<i>Fiscal Year</i>	<i>Settlement Amount</i>	<i>Description / Case Name (If Applicable)</i>
2025	\$87,966	LMER
2025	\$45,547	LMER
2025	\$9,701	Risk Management
2025	\$3,300	Risk Management
2025	\$113,107	LMER
2025	\$6,287	Risk Management
2025	\$4,200	IDEA
2025	\$6,500	IDEA



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2025	\$6,500	IDEA
2025	\$1,000	IDEA
2025	\$6,000	IDEA
2025	\$3,600	IDEA
2025	\$6,500	IDEA
2025	\$10,000	IDEA
2025	\$2,000	IDEA
2025	\$2,500	IDEA
2025	\$1,800	IDEA
2025	\$7,000	IDEA
2025	\$7,000	IDEA
2025	\$4,000	IDEA
2025	\$45,000	IDEA
2025	\$165,000	IDEA
2025	\$4,500	IDEA
2025	\$2,000	IDEA
2025	\$2,500	IDEA
2025	\$7,500	IDEA
2025	\$2,500	IDEA
2025	\$6,000	IDEA
2025	\$2,500	IDEA
2025	\$2,500	IDEA
2025	\$7,500	IDEA
2025	\$3,000	IDEA
2025	\$30,500	IDEA
2025	\$5,000	IDEA
2025	\$3,000	IDEA
2025	\$2,500	IDEA
2025	\$28,200	IDEA



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2025	\$22,000	IDEA
2025	\$2,500	IDEA
2025	\$35,000	IDEA
2025	\$45,000	IDEA
2025	\$125,000	IDEA
2025	\$30,000	IDEA
2025	\$25,000	IDEA
2025	\$32,000	IDEA
2025	\$22,000	IDEA
2025	\$57,500	IDEA
2025	\$13,750	IDEA
2025	\$36,000	IDEA
2025	\$21,000	IDEA
2025	\$94,500	IDEA
2025	\$80,000	IDEA
2025	\$49,000	IDEA
2025	\$50,000	IDEA
2026	\$12,000	IDEA
2025	\$43,000	IDEA - A.L., et al. v. District of Columbia
2025	\$120,000	IDEA - Carlton v. District of Columbia
2025	\$25,000	Personal Injury - Claudina Castro individually and as Next Friend of minor child M.B. v. District of Columbia
2025	\$70,000	IDEA - District of Columbia v. Walker
2025	\$100,000	IDEA - Harry Tay SunTay Parents and Next Friends of D.T. v. District of Columbia
2025	\$100,000	Employment - Jackson, Carmen v. District of Columbia
2025	\$69,000	IDEA - Jamie Davis Smith v District of Columbia
2025	\$60,000	IDEA - Jamie Davis Smith v District of Columbia
2025	\$50,000	IDEA - Lee, et al. v. District of Columbia
2025	\$71,545	IDEA - Rawlings et al. v. District of Columbia

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2025	\$78,000	IDEA
2025	\$92,500	IDEA - Sharmeeeka Miller parent and next friend of K.M. v. District of Columbia
2025	\$95,718	IDEA - Taita Kitt on behalf of Z.K. v. District of Columbia
2025	\$80,000	IDEA - Vantasia Washington Parent and Next Friend of Z.W. v. District of Columbia
2025	\$15,000	IDEA - Werner et al. v. District of Columbia
2026	\$95,000	IDEA - Arab Student Union of Jackson-Reed High School v. District of Columbia
2026	\$65,000	IDEA - Cindy Lowe, as Parent and Next Friend of R.J., and R.J., individually v. District of Columbia

- 20. Please list all administrative complaints or grievances that the agency received in FY25 and FY26 through January 31, For each complaint, list:**
- (a) The source of complaint;**
  - (b) The process utilized to respond to the complaint or grievance;**
  - (c) Any changes to agency policies or procedures that resulted from the complaint or grievance; and**
  - (d) If resolved, describe the resolution.**

Administrative Complaints or Grievances				
<i>Fiscal Year</i>	<i>Source of Complaint</i>	<i>Process</i>	<i>Changes</i>	<i>Resolution / Status</i>
FY25	Central Services Employee	Office of Employee Appeals	None	Appeal Pending
FY25	Central Services Employee	Office of Employee Appeals	None	Case Pending
FY25	Central Services Employee	Office of Employee Appeals	None	Case Dismissed
FY25	WTU, Termination for Cause	Office of Employee Appeals	None	Employee Terminated
FY25	Teamsters	Office of Employee Appeals	None	Employee Terminated
FY25	AFSCME	Office of Employee Appeals	None	Employee Terminated
FY25	WTU (Licensure termination)	Office of Employee Appeals	None	Case Pending
FY25	WTU (Licensure termination)	Office of Employee Appeals	None	Appeal Dismissed
FY25	WTU, IMPACT Termination	Office of Employee Appeals	None	Termination Upheld
FY25	WTU, IMPACT Termination	Office of Employee Appeals	None	Termination Upheld
FY25	WTU, Enforced Leave	Office of Employee Appeals	None	Case Pending

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FY25	WTU, Enforced Leave	Office of Employee Appeals	None	Case Pending
FY25	WTU, Termination for Cause	Office of Employee Appeals	None	Case Pending
FY25	WTU, RIF	Office of Employee Appeals	None	Case Pending
FY25	WTU, IMPACT Termination	Office of Employee Appeals	None	Case Pending
FY25	WTU, IMPACT Termination	Office of Employee Appeals	None	Case Pending
FY25	WTU, IMPACT Termination	Office of Employee Appeals	None	Case Pending
FY25	AFSCME, IMPACT Termination	Office of Employee Appeals	None	Case Pending
FY25	Non-union Employee, Voluntary Resignation	Office of Employee Appeals	None	Case Pending
FY25	WTU, IMPACT (Ineffective rating / prior RIF)	Office of Employee Appeals	None	Case Dismissed
FY25	WTU, IMPACT Termination (withdrawn)	Office of Employee Appeals	None	Case Dismissed
FY25	AFSCME, IMPACT Termination	Office of Employee Appeals	None	Case Pending
FY25	WTU, IMPACT Termination	Office of Employee Appeals	None	Case Pending
FY25	WTU, Misconduct Termination	Office of Employee Appeals	None	Case Dismissed
FY25	AFSCME, RIF	Office of Employee Appeals	None	Case Pending
FY25	WTU, Termination – MDAT Refusal	Office of Employee Appeals	None	Case Pending
FY25	CSO, Suspension	Union grievance	None	Suspension Reversed
FY25	WTU, Teaching Preference	Union grievance process	None	Placement Upheld
FY25	WTU, IMPACT Termination	Union grievance process	None	Termination Upheld
FY25	WTU, IMPACT Termination (Grievance 2)	Union grievance process	None	Termination Upheld
FY25	WTU, Excessing (Grievance 1)	Union grievance process	None	Excessing Upheld
FY25	WTU, IMPACT Rating (Grievance)	Union grievance process	None	Case Pending
FY25	WTU, Leave (Grievance)	Union grievance process	None	Case Pending
FY25	WTU, Excessing (Grievance 2)	Union grievance process	None	Excessing Upheld
FY26	AFSCME, Misconduct Termination	Office of Employee Appeals	None	Case Pending
FY26	AFSCME, Voluntary Resignation	Office of Employee Appeals	None	Case Pending
FY26	WTU	Office of Employee Appeals	None	Case Pending
FY26	AFSCME, Termination for Cause	Office of Employee Appeals	None	Case Pending

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**21. Is the agency currently party to any active non-disclosure agreements? If so, please provide all allowable information on all such agreements, including:**

- (a) The number of agreements;**
- (b) The department(s) within the agency associated with each agreement; and**
- (c) Whether any agreements are required for specific positions (please list each position by division and program and indicate whether the position is contracted)**

No, the agency is not currently party to any active non-disclosure agreements.

**22. Please list and describe any ongoing investigations, audits, or reports on your agency or any employee of your agency, or any investigations, studies, audits, or reports on your agency or any employee of your agency that were completed during FY25 and FY26 to date.**

<b>Ongoing and Completed Investigations</b>		
<i>Agency</i>	<i>Topic</i>	<i>Status</i>
OIG	Audit of Special Education Attorney Payments (OIG No. 24-1-01MA) (FY23) pursuant to D.C. Code § 1-301.115a(a)(3)(J).	Completed
OIG	Audit of Special Education Attorney Payments (OIG No. 25-1-10MA) (FY24) pursuant to D.C. Code § 1-301.115a(a)(3)(J).	Completed
OIG	Measures to Combat Gun Violence in DC Public Schools (OIG No. 24-E-01-GA0).	Completed
OIG	District Compliance with the Home Rule Act, PPRA, and District Code Evaluation: Part I – DCPS (OIG No. 23-E-09-PSO(m)).	Completed
OIG	Agencies’ Contract Administration Effectiveness (OIG No. 24-1-03AT) regarding procurement activities.	Completed
ODCA	Twenty Years of D.C. Agency Overspending	Completed
ODCA	Review of District Strategies to Address Student Suicide Risk.	Completed
OSSE	Monitoring of FY24 Grants Preliminary Report, Title I Part A Program	Completed
OSSE	Monitoring of FY24 Grants Final Report ESSER Fiscal Monitoring	Completed
OSSE	Monitoring of FY24 Grants Final Report American Rescue Plan Elementary and Secondary School Emergency Relief Homeless Children and Youth Fund (ARP-Homeless) Grant	Completed
OSSE	Monitoring of FY24 Grants Final Report Individuals with Disabilities Education Act (IDEA) Fiscal	Completed
OSSE	Monitoring of FY24 Grants Final Report Investment in Schools	Completed

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OSSE	Monitoring of FY24 Grants Final Report McKinney-Vento Homeless Assistance Grant (MKV) Education for Homeless Children and Youth Program	Completed
OIG	Investigation regarding allegation of time and attendance.	Ongoing
OIG	Investigation regarding business operations within DCPS.	Ongoing
OIG	Investigation regarding District residency requirements for employees.	Ongoing
OIG	Investigation regarding donations received by DCPS.	Ongoing

**23. Please identify and provide an update on what actions have been taken to address all recommendations made during the previous three years by:**

- (a) Office of the Inspector General;**
- (b) D.C. Auditor;**
- (c) Internal audit; and**
- (d) Any other federal or local oversight entities.**

Office of the Inspector General:

During the last three years, the Office of the Inspector General (OIG) made 22 recommendations to DCPS. To address the deficiencies cited by the OIG, DCPS has developed systems, tracked data, hired and trained staff, submitted documentation, documented processes, changed practices, instituted layers of review, collaborated with other District agencies, and updated policy.

DC Auditor:

During the last three years, the DC Auditor (ODCA) made 11 recommendations to DCPS. One of the 11 recommendations is not within DCPS' realm of control; therefore, no action has been taken. To address the remaining 10 deficiencies cited by ODCA, DCPS continues to collaborate with key agencies who maintain fundamental oversight over the components needed to necessitate changes that will mitigate the risk outlined in ODCA's reviews. DCPS also continues to modify and make strategic adjustments to increase transparency in data and reporting. DCPS has increased its data collection efforts and instituted educational support designed to respond to changing student needs.

Internal Audit:

During the last three years, DCPS' internal audit division has made 18 recommendations for internal improvement in school and central operations. To address and mitigate the deficiencies noted, DCPS worked with school leaders to institute processes to strengthen internal control measures, modified practices, disseminated guidance, and provided training. DCPS also increased its review procedures, strengthened documentation requirements and made referrals to oversight agencies, where applicable.

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Any other federal or local oversight entities:

During the last three years, the Office of the Chief Financial Officer’s contracted audit firm made two recommendations to DCPS to address deficiencies identified in its review of federal awards. To address these deficiencies, DCPS updated its technology asset policy, conducted a system-wide physical asset inventory and instituted a recurring inventory cycle. To address the other recommendation, DCPS created a verification and review process for food service compliance reporting.

During the last three years, the Office of the State Superintendent of Education (OSSE) conducted monitoring reviews for federal grants received and made six recommendations to DCPS. Evidence was presented before the final reports were distributed that resolved two of the six recommendations. DCPS’ action(s) to address the remaining four recommendations are pending.

**24. In table format, please list the following for FY25 and FY26 regarding the agency’s use of SmartPay (credit) cards for agency purchases: (1) Numbers of individuals authorized to use the Cards, and (2) Total dollar amount (each FY) spent. Categorize the answers by: Central, school support, school-wide, and schools.**

Credit Card Purchases		
	<i>Fiscal Year 2025</i>	<i>Fiscal Year 2026</i>
<i>Number of Individuals</i>	57 Central Services Cardholders 121 School-Based Cardholders	50 Central Services Cardholders 115 School-Based Cardholders
<i>Total Amount Spent</i>	\$9,548,532	\$2,269,137

**25. (a) In table format, please provide the following information for FY25 and FY26 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). Exclude from this answer, all travel charged to individual schools. Categorize the answer by event or trip.**

Employee Travel in Fiscal Years 2025 and 2026 To Date					
<i>FY</i>	<i>Trip/Event</i>	<i>Travelers</i>	<i>Cost</i>	<i>Source</i>	<i>Justification</i>
FY25	CCSSO HQIM Pre-K Network Fall Meeting	Abigail Daniels (Sr Deputy Chief, ECE)	0	Donation	Representing DCPS in an official capacity



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FY25	CCSSO HQIM Pre-K Network Spring	Abigail Daniels (Sr Deputy Chief, ECE)	0	Donation	Representing DCPS in an official capacity
FY25	NAF Next 2025	Crystal Smith (Director, Career Preparations Programs); Ken Lesley; Iris Wilson; Sherry Richardson; Tosha Shirriel; David Onley; Calvin Ruffin	\$4,500	Donation	Representing DCPS in an official capacity
FY25	Military Orientation	Alfredo Deschamps (NJROTC Teacher); NJROTC Teacher; Alfredo Deschamps (NJROTC Teacher)	\$0	Donation	Representing DCPS in an official capacity
FY25	Improve Your Tomorrow (IYT) National Program Showcase	Greg Dohmann (Sr Director, Graduation); Sr Director, Graduation; Greg Dohmann (Sr Director, Graduation)	\$0	Donation	Representing DCPS in an official capacity
FY25	Leadership Development Intensive and Procurement Training (Chef Ann Foundation)	Jennifer Konish (Manager, Operations and FNS); Manager, Operations and FNS; Jennifer Konish (Manager, Operations and FNS)	\$0	Donation	Representing DCPS in an official capacity
FY25	District Administration Leadership Institute	Patrick Ashley (Deputy Chancellor, OFO); Deputy Chancellor, OFO; Patrick Ashley (Deputy Chancellor, OFO)	\$0	Donation	Representing DCPS in an official capacity
FY25	AmTab K12 Symposium	Rachel Eldering (Specialist, Nutrition & Compliance); Specialist, Nutrition & Compliance; Rachel Eldering (Specialist, Nutrition & Compliance)	\$0	Donation	Representing DCPS in an official capacity
FY25	Power of Procurement 2025	Robyn Douglas Scholar (Manager, Nutrition Compliance & Partnerships); Manager, Nutrition Compliance & Partnerships; Robyn Douglas Scholar (Manager, Nutrition Compliance & Partnerships)	\$0	Donation	Representing DCPS in an official capacity
FY25	Seeing Our Systems: An ECPI RPDN Workshop	Tynika Aleibar (Deputy Chief, SLRSD); Deputy Chief, SLRSD; Tynika Aleibar (Deputy Chief, SLRSD)	\$0	Donation	Required by a grant



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FY25	Learning Forward 23	Arman Lakes (Director, Redesign); Charles Curtis (Ron Brown CPHS); Stephanie Johnson (Ron Brown CPHS); Patricia Odom Zaki (Ron Brown CPHS); Charles Hunt (Ron Brown CPHS); Oumar Diallo (Dunbar HS)	\$13,800	Federal Funds	Required by a grant
FY25	NAEHCY Conference	Bryan Diaz, (Manager, Families and Youth in Transition); Yoland Ugorji (LaSalle-Backus ES); Milo A. Howard (OSIS); Cortney Wiggins-Mayfield (OTL); Violeta Zamora (OSIS); Raquel Ortiz (OTL)	\$15,200	Federal Funds	Required by a grant
FY25	NCTM Spring Conference	Clarice Crawford (Assistant Principal); Demetrius Jenkins; Alicia Pinkett; Levine Fontenot; Bria Blount; Jori Beams-Baker; Bryan Daniel; Olayinka Akinyede	\$11,688	Federal Funds	Required by a grant
FY25	International Academies Fall Conference	Dr. Maria Joie Austria (Director, Curriculum Strategy School Supports); Director, Curriculum Strategy School Supports; Dr. Maria Joie Austria (Director, Curriculum Strategy School Supports)	\$20,480	Federal Funds	Representing DCPS in an official capacity
FY25	Power of Place: It Takes a Village	Paige Hoffman (Chief, Office of School Improvements and Supports); Chief, Office of School Improvements and Supports; Paige Hoffman (Chief, Office of School Improvements and Supports)	\$1,200	Federal Funds	Representing DCPS in an official capacity
FY25	Elementary & Secondary Education Act Conference	Yiesha Thompson (Director, Monitoring and Program Support); Director, Monitoring and Program Support ;Yiesha Thompson (Director, Monitoring and Program Support)	\$3,701	Federal Funds	Required by a grant
FY25	National ESEA Conference	Justin Good (Manager, Continuous Improvement); Manager, Continuous Improvement; Justin Good (Manager, Continuous Improvement)	\$5,580	Federal Funds	Required by a grant

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FY25	2025 Beyond School Hours	Elizabeth Robinson (OSTP After School Specialist); OSTP After School Specialist; Elizabeth Robinson (OSTP After School Specialist)	\$9,676	Federal Grant	Required by a grant
FY25	AP Cybersecurity CK	Andre Stewart, CTE Teacher	\$1,000	Grant	Required by a grant
FY25	DCPS Persists Travel: NYU, FIT, Pace	Asheley Sylvestre (Coordinator, DCPS Persists)	\$41	Grant	Required by a grant
FY25	DCPS Persists Travel	Brianna Neal (Coordinator, DCPS Persists)	\$147	Grant	Required by a grant
FY25	Adobe Max Creativity Conference	Casey Snipes (CTE Teacher)	\$822	Grant	Required by a grant
FY25	National Association for Researching in Science Teaching Conference	Elroy Murray (Teacher);Teacher; Elroy Murray (Teacher)	\$370	Grant	Representing DCPS in an official capacity
FY25	National Sex Education Conference	Wesley Thomas (Program Manager, Health and Physical Education);Program Manager, Health and Physical Education; Wesley Thomas (Program Manager, Health and Physical Education)	\$460	Grant	Required by a grant
FY25	Joint Statistical Meetings (JSM)	David Masengesho (Coordinator, HIV/STI Prevention Evaluation and Data); Coordinator, HIV/STI Prevention Evaluation and Data; David Masengesho (Coordinator, HIV/STI Prevention Evaluation and Data)	\$2,510	Grant	Required by a grant
FY25	ASTHO Community of Practice Meeting	Wesley Thomas (Program Manager, Health and Physical Education);Program Manager, Health and Physical Education; Wesley Thomas (Program Manager, Health and Physical Education)	\$3,000	Grant	Required by a grant
FY25	MCEL	Eric Bethel (Instructional Superintendent);Instructional Superintendent; Eric Bethel (Instructional Superintendent)	\$7,946	Grant	Required by a grant



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FY25	SXSW EDU Conference	Errin Smith (Teacher);Teacher; Errin Smith (Teacher)	\$8,175	Grant	Required by a grant
FY25	DCPS Persists Travel: Ohio & Kent State University visits	Francis Hodge (Program Specialist);Program Specialist; Francis Hodge (Program Specialist)	\$280	Grant	Required by a grant
FY25	La Cosecha	Katarina Brito (Language Coach);Language Coach; Katarina Brito (Language Coach)	\$74,443	Grant	Required by a grant
FY25	NABSE	Kira Rowe (Director, Redesign HQ);Director, Redesign HQ; Kira Rowe (Director, Redesign HQ)	\$8,000	Grant	Representing DCPS in an official capacity
FY25	Rocky Mountain Seminar	Kira Rowe (Director, Redesign HQ);Director, Redesign HQ; Kira Rowe (Director, Redesign HQ)	\$8,500	Grant	Required by a grant
FY25	Sustain University	Kira Rowe (Director, Redesign HQ);Director, Redesign HQ; Kira Rowe (Director, Redesign HQ)	\$4,720	Grant	Required by a grant
FY25	ACSD: Leading without Limits	Krishunda Penn (Director, Redesign HQ);Director, Redesign HQ; Krishunda Penn (Director, Redesign HQ)	\$4,470	Grant	Required by a grant
FY25	XQ Community of Practice	Krishunda Penn (Director, Redesign HQ);Director, Redesign HQ;Krishunda Penn (Director, Redesign HQ)	\$4,200	Grant	Required by a grant
FY25	National Summit on Improvement Education	Krishunda Penn (Director, Redesign HQ);Director, Redesign HQ;Krishunda Penn (Director, Redesign HQ)	\$8,222	Grant	Required by a grant
FY25	NABSE	Kristen Sueing (Director, School Leader Recruitment Selection and Development); Director, School Leader Recruitment Selection and Development; Kristen Sueing (Director, School Leader Recruitment Selection and Development)	\$10,400	Grant	Recruitment
FY25	National Association of Biology Teachers	Kristy Sundberg (Teacher);Teacher;Kristy Sundberg (Teacher)	\$1,756	Grant	Required by a grant



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FY25	Innovative School Summit	LaJuana Stidmon (Teacher);Teacher;LaJuana Stidmon (Teacher)	\$4,590	Grant	Required by a grant
FY25	National Honor Society Conference	Lauren Barbary (Teacher);Teacher;Lauren Barbary (Teacher)	\$1,770	Grant	Required by a grant
FY25	SEL Exchange	Lindsay McCrea (Director, Curricular Redesign);Director, Curricular Redesign;Lindsay McCrea (Director, Curricular Redesign)	\$4,533	Grant	Representing DCPS in an official capacity
FY25	Middle States Council for the Social Studies 2025 Conference	Lindsay McCrea (Director, Curricular Redesign);Director, Curricular Redesign;Lindsay McCrea (Director, Curricular Redesign)	\$1,500	Grant	Representing DCPS in an official capacity
FY25	Dallas Inspiration Visit	Monica Blaqman (Content and Curriculum Coach);Content and Curriculum Coach;Monica Blaqman (Content and Curriculum Coach)	\$15,400	Grant	Required by a grant
FY25	Education 2.0	Nila Austin (Teacher);Teacher;Nila Austin (Teacher)	\$1,303	Grant	Required by a grant
FY25	Future of Ed Tech	Oumar Diallo (Assistant Principal);Assistant Principal;Oumar Diallo (Assistant Principal)	\$10,470	Grant	Required by a grant
FY25	Latitude Inspiration Visit	Oumar Diallo (Assistant Principal);Assistant Principal;Oumar Diallo (Assistant Principal)	\$9,610	Grant	Required by a grant
FY25	Transforming Place through Neighborhood Leadership	Paige Hoffman (Chief, Office of School Improvements and Supports);Chief, Office of School Improvements and Supports;Paige Hoffman (Chief, Office of School Improvements and Supports)	\$2,900	Grant	Representing DCPS in an official capacity
FY25	DCPS Persists Travel: Virginia Staate, Virginia Commonwealth	Taylor Green (Coordinator, DCPS Persists);Coordinator, DCPS Persists;Taylor Green (Coordinator, DCPS Persists)	\$268	Grant	Required by a grant
FY25	UNITED: The National Conference on School Leadership	Tynika Aleibar (Deputy Chief, SLRSD);Deputy Chief, SLRSD;Tynika Aleibar (Deputy Chief, SLRSD)	\$5,202	Grant	Required by a grant



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FY25	EPCI School Leader Fall Convening	Tynika Aleibar (Deputy Chief, SLRSD);Deputy Chief, SLRSD;Tynika Aleibar (Deputy Chief, SLRSD)	\$2,552	Grant	Required by a grant
FY25	EBCI School Leader PLC Winder Convening	Tynika Aleibar (Deputy Chief, SLRSD);Deputy Chief, SLRSD;Tynika Aleibar (Deputy Chief, SLRSD)	\$11,850	Grant	Required by a grant
FY25	Jefferson County Public Schools (JCPS) EPCI/Wallace Regional Site-Visit	Tynika Aleibar (Deputy Chief, SLRSD);Deputy Chief, SLRSD;Tynika Aleibar (Deputy Chief, SLRSD)	\$4,500	Grant	Required by a grant
FY25	Day with Wallace	Tynika Aleibar (Deputy Chief, SLRSD);Deputy Chief, SLRSD;Tynika Aleibar (Deputy Chief, SLRSD)	\$1,914	Grant	Required by a grant
FY25	Wallace EPCI May 2025 PLC	Tynika Aleibar (Deputy Chief, SLRSD);Deputy Chief, SLRSD;Tynika Aleibar (Deputy Chief, SLRSD)	\$1,911	Grant	Required by a grant
FY25	Leaders Developing Leaders Summit	Tynika Aleibar (Deputy Chief, SLRSD);Deputy Chief, SLRSD;Tynika Aleibar (Deputy Chief, SLRSD)	\$4,400	Grant	Required by a grant
FY25	National Conference on Education	Tynika Aleibar (Deputy Chief, SLRSD);Deputy Chief, SLRSD;Tynika Aleibar (Deputy Chief, SLRSD)	\$11,180	Grant	Required by a grant
FY25	DCPS Persists Travel	Damaria Joyner (Coordinator, DCPS Persists);Coordinator, DCPS Persists;Damaria Joyner (Coordinator, DCPS Persists)	\$99	Grant	Required by a grant
FY25	Boston Public Schools Visit	Abigail Daniels (Sr Deputy Chief, ECE)	\$600	Local	Representing DCPS in an official capacity
FY25	Aspen Education Spring Leadership Network Retreat	Drewana Bey (Deputy Chancellor, SEAD); Kim Jackson; Corinne Colgan	\$1,734	Local	Representing DCPS in an official capacity
FY25	2025 School Social Work Conference	Daisa Gainey (Specialist, RSP Recruitment)	\$2,245	Local	Recruitment
FY25	The Council of the Great City Schools	Drewana Bey (Deputy Chancellor, SEAD);Deputy Chancellor, SEAD;Drewana Bey (Deputy Chancellor, SEAD)	\$2,357	Local	Representing DCPS in an official capacity
FY25	Today Show (Ms. Townsend, Stanton ES)	Kera Tyler (Chief, External Affairs);Chief, External Affairs;Kera Tyler (Chief, External Affairs)	\$800	Local	Representing DCPS in an official capacity



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FY25	Old Dominion University - 2025 Spring Education & Human Services Expo	Patricia Cunningham (Specialist, Teacher Recruitment and Selection);Specialist, Teacher Recruitment and Selection;Patricia Cunningham (Specialist, Teacher Recruitment and Selection)	\$947	Local	Recruitment
FY25	James Madison University - Teacher Recruitment Day 2025	Patricia Cunningham (Specialist, Teacher Recruitment and Selection);Specialist, Teacher Recruitment and Selection;Patricia Cunningham (Specialist, Teacher Recruitment and Selection)	\$779	Local	Recruitment
FY25	Pittsburgh Education Recruitment Consortium (PERC)	Patricia Cunningham (Specialist, Teacher Recruitment and Selection);Specialist, Teacher Recruitment and Selection;Patricia Cunningham (Specialist, Teacher Recruitment and Selection)	\$1,400	Local	Recruitment
FY25	University of Maryland Eastern Shore & Salisbury University Education Job Fair	Patricia Cunningham (Specialist, Teacher Recruitment and Selection);Specialist, Teacher Recruitment and Selection;Patricia Cunningham (Specialist, Teacher Recruitment and Selection)	\$750	Local	Recruitment
FY25	William & Mary U. - 2025 Spring K-12 Education Recruitment Day	Patricia Cunningham (Specialist, Teacher Recruitment and Selection);Specialist, Teacher Recruitment and Selection;Patricia Cunningham (Specialist, Teacher Recruitment and Selection)	\$993	Local	Recruitment
FY25	Conference: Advancing School Mental Health	Daisa Gainey (Specialist, RSP Recruitment)	\$1,756	Local	Recruitment
FY26	Power of Procurement 2025 Summit	Robyn Douglas Sholar (Manager, Nutrition, Compliance, and Partnerships);Manager, Nutrition, Compliance, and Partnerships;Robyn Douglas Sholar (Manager, Nutrition, Compliance, and Partnerships)	\$0	Donation	Representing DCPS in an official capacity
FY26	Bruman Fall Forum	Charmian Makell (Director, Grant Administration);Director, Grant Administration;Charmian Makell (Director, Grant Administration)	\$3,486	Federal Funds	Required by a grant



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FY26	SHAPE America National Convention	;Director, Health and PE;	\$13,459	Federal Funds	Required by a grant
FY26	Cahn Fellowship District Symposium and Annual Leadership Conference	Greg Moffit (Director, School Leader Preparation& Development);Director, School Leader Preparation& Development;Greg Moffit (Director, School Leader Preparation& Development)	\$2,005	Grant	Required by a grant
FY26	UCEA 2025 National Convention	Tynika Aleibar (Director, Wallace Initiative);Director, Wallace Initiative;Tynika Aleibar (Director, Wallace Initiative)	\$1,497	Grant	Representing DCPS in an official capacity
FY26	MCEL Convening	Eric Bethel (Instructional Superintendent );Instructional Superintendent ;Eric Bethel (Instructional Superintendent )	\$1,749	Grant	Required by a grant
FY26	PERC Education Job Fair	Patricia Cunningham (Recruitment Specialist);Recruitment Specialist;Patricia Cunningham (Recruitment Specialist)	\$1,445	Grant	Recruitment
FY26	Bright Spots' Convening	Michael Lamb (Deputy Chief, Learning Development Sciences);Deputy Chief, Learning Development Sciences;Michael Lamb (Deputy Chief, Learning Development Sciences)	\$3,437	Grant	Required by a grant
FY26	Faber Professional Development	Kristen Sueing (Director, School Leader Recruitment & Selection);Director, School Leader Recruitment & Selection;Kristen Sueing (Director, School Leader Recruitment & Selection)	\$1,438	Grant	Required by a grant
FY26	National Alliance of Black School Educators (NABSE)	Lesley Alexandria Rhoden (Manager, Leadership Development Initiatives and Retention);Manager, Leadership Development Initiatives and Retention; Lesley Alexandria Rhoden (Manager, Leadership Development Initiatives and Retention)	\$2,587	Grant	Recruitment

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FY26	Literacy and Justice For All	Tiffani Turner (Manager, DCPS Reading Clinic); Manager, DCPS Reading Clinic; Tiffani Turner (Manager, DCPS Reading Clinic)	\$0	Grant	Required by a grant
FY26	CFO Strategy Network Fall Convening	Patrick Ashley (Deputy Chancellor); Deputy Chancellor; Patrick Ashley (Deputy Chancellor)	\$1,503	Local	Representing DCPS in an official capacity
FY26	The Broad Forum conference	Maggie Gurley (Chief of Staff); Chief of Staff; Maggie Gurley (Chief of Staff)	\$1,835	Local	Representing DCPS in an official capacity
FY26	AI Strategy & Leadership Network	Patrick Ashley (Deputy Chancellor, Office of Finance and Operations); Deputy Chancellor, Office of Finance and Operations; Patrick Ashley (Deputy Chancellor, Office of Finance and Operations)	\$2,576	Local	Representing DCPS in an official capacity

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

N/A

**27. Please identify any legislative modifications that would enable the agency to better meet its mission.**

Calculating compliance with the Schools First In Budgeting Act requires data from submitted budgets and cannot be completed or checked in advance. This can lead to modifications to school budgets after they are shared with school communities, which introduces uncertainty into the budget process. It would be beneficial to determine whether school budgets align with the Schools First law prior to their release.

**28. (a) What are your agency's key performance indicators and what has been your agency's performance (for each of these KPIs) in fiscal year (or calendar year) 2024, 2025, and 2026? (b) What KPIs have been dropped (or changed) since 2025? List each specifically and explain why it was dropped or changed.**

*The table below outlines DC Public Schools' key performance indicators and relevant data for fiscal years 2024, 2025, and 2026, which align with the measures associated with the 2023-2028 Capital Commitment: 5-year Strategic Plan. Data for FY26 will be available once SY25-26 concludes.*

<b>DC Public Schools Key Performance Indicators</b>
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<i>Measure</i>	<i>FY 2024 Data</i>	<i>FY 2025 Data</i>	<i>FY 2026 Data</i>
Percent of Black students who pass, meet, or exceed performance expectations on the math state standardized assessment.	30%	35%	N/A
Percent of Hispanic students who pass, meet, or exceed performance expectations on the math state standardized assessment.	44%	49%	N/A
Percent of Multilingual Learner students who pass meet or exceed performance expectations on the math state standardized assessment.	41%	44%	N/A
Percent of Special Education students who pass, meet, and exceed performance expectations on the math state standardized assessment.	18%	22%	N/A
Percent of Black students who pass, meet, or exceed performance expectations on the English state standardized assessment.	46%	50%	N/A
Percent of Hispanic students who pass, meet, or exceed performance expectations on the English state standardized assessment.	53%	55%	N/A
Percent of Multilingual Learner students who pass, meet, or exceed performance expectations on the English state standardized assessment.	45%	45%	N/A
Percent of Special Education students who pass, meet, or exceed performance expectations on the English state standardized assessment.	23%	27%	N/A
Percent of students enrolled in Algebra 1 in middle school.	37%	40%	N/A
Percent of students who pass, meet, or exceed performance expectations on the math state assessment.	46%	51%	N/A
Percent of students who pass, meet, or exceed performance expectations on the ELA state assessment.	57%	61%	N/A
Percent of middle school students who pass, meet, or exceed performance expectations on the Algebra I state assessment.	64%	66%	N/A

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Percentage of graduates who enroll in one or more college-level courses during high school.	75%	Data pending	N/A
Percent of Kindergarten-2nd grade students who perform at or above benchmark for the foundational literacy assessment.	77%	79%	N/A
Percent of 6 <sup>th</sup> Grade Academy Students promoted to the next grade level.	90%	91%	N/A
Percentage of 9th Grade Academy Students promoted to the 10th grade.	80%	86%	N/A
Graduation rate of Hispanic students	76%	70%	N/A
Graduation rate of multilingual learner students	65%	62%	N/A
Graduation rate of Black Students	73%	77%	N/A
Percent of graduates enrolled in one or more college-level courses during high school.	75%	Data pending	N/A
Percent of students who pass, meet, or exceed performance expectations on the science state standardized assessment.	14%	17%	N/A
Retention rate of teachers rated effective or highly effective on IMPACT.	94%	95%	N/A
On-time, 9th-grade promotion rate	87%	90%	N/A
4-year graduation rate.	76.8	77.6%	N/A
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	590	N/A
In-seat attendance rate for 6 <sup>th</sup> Grade Academy Students.	New Measure in FY25	91%	N/A
In-seat attendance rate for 9 <sup>th</sup> Grade Academy Students.	New Measure in FY25	78%	N/A
Percent of teachers retained in the district	New Measure in FY25	90%	N/A
Percent of Black and Hispanic/Latino teachers retained in the district	New Measure in FY25	90%	N/A
Percent of all 6 <sup>th</sup> Grade Students promoted to the next grade level.	New Measure in FY25	89%	N/A
Percent of proposed Network Infrastructure projects completed.	New Measure in FY25	100%	N/A

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The table below summarizes key performance indicators which were removed or changed since 2025, with the rationale for each change provided in the far-right column.

Changes to Key Performance Indicators Since 2025		
<i>Measure</i>	<i>Status</i>	<i>Explanation</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.	Removed	In alignment with our Strategic Plan, DCPS is monitoring students who meet, pass, and exceed expectations on the ELA for state-standardized assessments.
Math achievement gap (Percent of students scoring college and career ready) between Black and white students	Removed	In alignment with our Strategic Plan, DCPS is focused on providing a well-rounded education marked by math excellence to ensure all students are mathematically strong.
ELA achievement gap (Percent of students scoring college and career ready) between Black and white students	Removed	In alignment with our Strategic Plan, DCPS is focused on providing a well-rounded education marked by achievement in literacy to ensure all students are reading and writing across all subjects
Percentage of schools where 50% of Black students feeling belonging according to Panorama survey data.	Removed	During Summer 2024, Panorama updated questions and answer choices to promote student readability and access. This impacted data calculation for "students who feel a sense of belonging at school" and "students who feel a sense of safety."
Percentage of Black high school students who enroll in 1 or more college-level math courses.	Removed	DCPS is expanding access to college-level math for all students across all high schools. Because our focus is now on systemwide equity and overall enrollment in advanced math courses, we no longer externally report on this single subgroup measure.
Percent of Hispanic high school students who enroll in 1 or more college-level math courses.	Removed	DCPS is expanding access to college-level math for all students across all high schools. Because our focus is now on systemwide equity and overall enrollment in advanced math courses, we no longer externally report on this single subgroup measure.
Percent of Black high school students who enroll in one or more college-level ELA courses.	Removed	DCPS is expanding access to college-level ELA for all students across all high schools. Because our focus is now on systemwide equity and overall

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Percent of Hispanic high school students who enroll in one or more college-level ELA courses.	Removed	enrollment in advanced ELA courses, we no longer externally report on this single subgroup measure.
Percent of Black 3rd-5th-grade students who perform at L4 or L5 on the math state standardized assessment.	Removed	To better reflect math achievement and align with assessment performance levels, this measure was expanded to include Level 3, capturing all students who pass, meet, and exceed expectations.
Percent of Hispanic students in grades 3rd through 10th who perform at L4 and L5 on the ELA state standardized assessment.	Removed	To better reflect ELA achievement and align with assessment performance levels, this measure was expanded to include Level 3, capturing all students who pass, meet, and exceed expectations.
Percent of Black students in grades 3rd through 10th who perform at L4 and L5 on the ELA state standardized assessment.	Removed	
Percent of graduates who take the SAT and reach the Math College and Career Readiness benchmark.	Removed	DCPS uses other KPIs to measure student readiness, including graduation rates, college-level course success, and additional indicators of postsecondary preparation.
Percent of graduates who take the SAT and reach the ELA College and Career Readiness benchmark.	Removed	
Percent of students who feel safe and have a sense of belonging, according to Panorama survey data.	Changed	During Summer 2024, Panorama updated several questions and response options to improve student readability and access. These changes affected how we calculate the measures for 'sense of belonging' and 'sense of safety.' As a result, we now report two separate measures to more accurately reflect student perceptions in each area.
Percent of students who feel a sense of belonging at schools fully implementing the Connected Schools initiative per the Panorama survey data.	Changed	During Summer 2024, Panorama updated several questions and response options to improve readability and access for students. These changes affected how we calculate the measures for 'sense of belonging'. In addition, annual variation in the schools implementing the Connected Schools initiative led to inconsistent data over time, which is why this measure was removed.

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**29. 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 2025 and 2026.**

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.

More information about DCPS’s Strategic Plan, including a detailed explanation for how the agency expects to achieve or work toward these priorities, is available at <https://dcps.dc.gov/capitalcommitment>.

**30. Please provide a list of all DCPS’s fixed costs budget and actual dollars spent in FY25 in FY26. 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.**

DCPS’s budget for fixed costs is determined by the Office of the Chief Financial Officer and the Department of General Services.

<b>DCPS Fixed Costs</b>						
<i>Fiscal Year</i>	<i>Project</i>	<i>Project Description</i>	<i>Award Description</i>	<i>Revised Budget</i>	<i>Expenditure</i>	<i>Change from FY25</i>
2025	400273	GA0.GAS FIXED COST	Local Funds	\$3,629,289	\$3,629,289	
2025	400264	GA0.500242.IT ASSESSMENT	Local Funds	\$1,613,584	\$1,542,242	
2025	402167	GA0 - OCTO/OFFICE OF CHIEF OPERATING OFFICER - MOU	DCPS MOU OCTO	\$1,040	\$1,040	
2025	402330	MAINTENANCE AND REPAIR - AUTO FIXED COST - KT0	Local Funds	\$318,110	\$423,494	
2025	400274	GA0.ELECTRICITY FIXED COST	Local Funds	\$16,919,223	\$18,460,246	
2025	400276	GA0.P309GA.RENT DC PUBLIC SCHOOLS	Local Funds	\$8,849,258	\$7,288,380	

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2025	400269	GA0.I23GA0.FY23 TELECOM - INTERAGENCY PROJECT GA0	Local Funds	\$1,992,239	\$1,343,826	
2025	401049	GA0.P440GA.FY23 SECURITY SERVICES	Local Funds	\$197,494	\$155,135	
2025	400275	GA0.WATER FIXED COST	Local Funds	\$10,172,812	\$9,026,763	
2025	400278	GA0.WASTE MANAGEMENT FIXED COST	Local Funds	\$2,714,374	\$2,342,876	
2025	400277	GA0.SUSTAINABLE DC FIXED COST	Local Funds	\$2,478,877	\$802,056	
2026	400273	GA0.GAS FIXED COST	Local Funds	\$3,638,590	\$309,938	0.3%
2026	401274	MAINTENANCE AND REPAIR - AUTO FIXED COST	Local Funds	\$424,279	\$0	33.4%
2026	400264	GA0.500242.IT ASSESSMENT	Local Funds	\$1,501,411	\$0	-7.0%
2026	402167	GA0 - OCTO/OFFICE OF CHIEF OPERATING OFFICER - MOU	DCPS MOU OCTO	\$1,040	\$0	0.0%
2026	400276	GA0.P309GA.FY23 RENT DC PUBLIC SCHOOLS	Local Funds	\$10,502,002	\$2,576,970	18.7%
2026	400274	GA0.ELECTRICITY FIXED COST	Local Funds	\$16,919,223	\$4,375,386	0.0%
2026	400269	GA0.I23GA0.FY23 TELECOM - INTERAGENCY PROJECT GA0	Local Funds	\$1,828,479	\$0	-8.2%
2026	402969	KTO WASTE MANAGEMENT-FIXED COST	Local Funds	\$13,200	\$0	
2026	401049	GA0.P440GA.FY23 SECURITY SERVICES	Local Funds	\$170,027	\$24,685	-13.9%
2026	400275	GA0.WATER FIXED COST	Local Funds	\$9,737,159	\$1,043,075	-4.3%
2026	400278	GA0.WASTE MANAGEMENT FIXED COST	Local Funds	\$2,752,713	\$0	0.0%
2026	400277	GA0.SUSTAINABLE DC FIXED COST	Local Funds	\$2,030,525	\$187,374	-18.1%

**31. Describe any spending pressures that existed in FY25 or FY26. 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 FY25 and does not anticipate a spending pressure for FY26 at this time.

**32. (a) In table format, how many vacancies were posted for DCPS during FY25, and FY26? Please list subtotals by Central, School Support, Schoolwide, and Schools. (b) For vacancies in Central in FY25 please list the position and the reason the position was vacated. In addition, please**

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**note how long the position was vacant and what steps have been taken to fill the position.**

School-based vacancies at DC Public Schools are tracked by school year whereas vacancies at Central Services are tracked by Fiscal Year. The list of vacancies for Central Services is attached at Attachment Q32 - Vacancies.

<b>Vacancies at DCPS</b>		
<i>School Year / Fiscal Year</i>	<i>School-Based Vacancies</i>	<i>Central Services Vacancies</i>
2024-2025 / FY25	3539	382
2025-2026 / FY26	3136	84
Grand Total	10704	466

**33. Please fill out the attached spreadsheet titled “Question 33 Grants Received,” and list all federal and/or private grants received by your agency in FY25 and FY26 to date, current balances, and indicate any that lapsed during or at the end of FY25.**

- (e) Please submit the completed document in both Excel and PDF formats.**
- (f) Please include your Agency Code in the filename (e.g., question\_33\_GA0\_2026.xls).**

Information about grants received is attached at Attachment Q33 - Grants (GA0).

**34. In a filterable and sortable spreadsheet, please list all electronic databases maintained by your agency, including the following:**

- (a) A detailed description of the information tracked within each system;**
- (b) The age of the system and any discussion of substantial upgrades that have been made or are planned to the system; and**
- (c) Whether the public can be granted access to all or part of each system.**

The list of databases is attached at Attachment Q34 – Databases. DCPS maintains databases that have been in existence for various lengths of time and contemplates or executes upgrades as needed. Given the length of time that these databases have existed and the variety of databases used by the school system, a comprehensive listing of the age and substantial upgrades for each system is not feasible at this time.

**35. Please provide a list of all studies, research papers, and analyses (“studies”) the agency or an agency’s employee requested, prepared, presented or contracted for during FY25. For each study please list:**

- (a) The status;**
- (b) The purpose; and**

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During FY25, DCPS Research Review Board facilitated the Chancellor's signing of 10 MOAs for approved external research projects:

- UM\_Belonging: A Virtual Coaching Intervention for Facilitating Secondary Mathematics Teachers' Belonging-Centered Instruction (executed 9/23/25)
- UMD\_Online Reasoning Amendment 1: Supporting Social Studies Teachers to Integrate Online Reasoning Lessons (executed 9/23/25)
- AIR\_TFA: Teach for America AmeriCorps Evaluation (executed 7/14/25)
- AIR\_FSCS: DC Connected Schools Full-Service Community Schools (FSCS) Evaluation (executed 5/13/25)
- Amidu Smart\_Employee: Professional development offered to teachers and high school standardized math test scores of students (executed 3/19/25)
- GW\_FoodPrints 2023: FRESHFARM FoodPrints Food and Agriculture Service Learning Program Project Evaluation: Creating School-based Hubs for Food & Agricultural Education (executed 12/22/24)
- Demetrius Jenkins\_Employee: A Phenomenological Approach to Understanding the Discipline Experience of Black Girls in School and the Impact it has on their Identity Development (executed 11/4/24)
- Childrens National\_Autism: A Hybrid Effectiveness-Implementation Trial of a School-Based Executive Function Treatment for Transition-Aged Youth with Autism (executed 10/15/24)
- AIR\_New Leaders: New Leaders National Aspiring Principals Fellowship (executed 12/22/24)
- UMD\_Online Reasoning: Supporting Social Studies Teachers to Integrate Online Reasoning Lessons (executed 10/14/24)

**36. Please list contracts and procurements awarded, entered into, extended, or for which an option year was exercised, by the agency during FY25 and FY26, through January 31, in the attached spreadsheet titled "Question 36 Contracts and Procurements".**

**(a) Please include your Agency Code in the filename (e.g., GA0\_2026\_Contracts and Procurements.xls).**

**(b) You may add additional lines to the sheet but please do not change any other formatting.**

The list of contracts and procurements is attached at Attachment Q36 - Contracts and Procurements.

The list includes information that is readily available from PASS reporting for all contracts at \$10,000 or above. Populating the remaining columns would require extracting additional information for each individual procurement outside of a report. In the past, DCPS provided what is readily available in PASS reporting. Completing each column for the same dollar threshold this year would entail extracting information from over 1200 procurements.

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For the small number of contracts that are \$1M+, the list includes additional information. These contracts have been of interest and DCPS has provided additional information to respond to a separate question about these contracts in the past.

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

- (a) DCPS student enrollment for School Year (SY) 24-25 (based on the final audited enrollment report) and SY25-26 (audited);
- (b) The enrollment projections for SY26-27;
- (c) Summer school enrollment for the previous three school years; and,
- (d) The summer school enrollment estimated for 2026.

Summer School Enrollment				
<i>Grade Level</i>	<i>2023</i>	<i>2024</i>	<i>2025</i>	<i>2026 Projected</i>
ES (K-5)	2,098	1,720	1,660	1,300
MS (6-8)	866	917	1,276	860
HS (9-12)	1,742	1,400	1,577	1,500
Extended School Year	1,002	1,000	877	1,022
English Learner Program	749	750	264	175

Information about enrollment is attached at Attachment Q37 - Enrollment. Audited enrollment for SY25-26 has not been released by the Office of the State Superintendent of Education as of February 5th, 2026.

**38. How many and what percentage of students applied through the lottery SY23-24, SY24-25, and SY25-26? For 1) the DCPS out-of-boundary lottery (K-12), 2) application, and 3) pre- K lottery.**

MySchoolDC Lottery Applications for Enrollment in DCPS			
<i>Category</i>	<i>SY23-24</i>	<i>SY24-25</i>	<i>SY25-26</i>
# of students who applied to out-of-boundary schools	10,543	11,046	10,432
# of students who applied to selective high schools (9-12)	2,592	3,124	2,590
# of students who applied to PK3 or PK4 lottery	5,917	6,108	6,042

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*\*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.*

**39. How has DCPS continued to improve contract and procurement procedures? Please provide the vacancy rate within DCPS Contracts & Acquisitions and the results of any quality assurance processes.**

Since DCPS became aware of procurement challenges, especially related to procurements over one million dollars, 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.

Currently, key vacancies on the Contracts and Acquisitions (C&A) 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 DCPS 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, the office collaborated with a vendor to create a SPO (Sourcing and Procurement Operations) platform that is currently in the development phase. This platform will allow both end users (i.e., school staff) and the division to work on requests simultaneously, and it will enable end users to submit and track their requests within the platform.

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 one Midlevel Contract Specialist position and two Senior Contract Specialist positions. Additionally, the Program Specialist position in the Procurement Operations unit was filled. There are currently no vacancies and DCPS will continue to recruit aggressively whenever vacancies do arise.

DCPS 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 from OCP, 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

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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.

DCPS continues to use and reference the first version of its procurement procedures manual within the division. Staff have received training on various procurement topics. Finally, our quality assurance process—which includes conducting external reviews of at least 10% of all procurements—will continue to reinforce proper procurement procedures.

**40. For SY25-26, which schools received funds from the enrollment reserve? For each school that receives funds, please include a brief description as to why.**

Funds from the DC Public School Enrollment Reserve are used to support schools that surpass enrollment projections.

Schools Receiving Funds from the Enrollment Reserve		
<i>School Code</i>	<i>School Name</i>	<i>Funds</i>
203	Amidon-Bowen Elementary School	\$ 203,969
442	Columbia Heights Education Campus	\$ 12,752
238	Garfield Elementary School	\$ 135,732
227	H.D. Cooke Elementary School	\$ 70,996
246	Hardy Middle School	\$ 138,725
258	Hearst Elementary School	\$ 45,244
252	Hyde-Addison Elementary School	\$ 45,244
1071	Ida B. Wells Middle School	\$ 248,731
291	Lawrence E. Boone Elementary School	\$ 64,762
1294	MacArthur SHS	\$ 64,762
285	Moten Elementary School	\$ 45,244
305	Ross Elementary School	\$ 45,244
309	Seaton Elementary School	\$ 45,244
338	Whittier Education Campus	\$ 45,244

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**41. 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 FY24, FY25, and FY26;**
- (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 FY24, FY25, and FY26.**

As of January 31, 2026, DCPS has billed through September 2025. The FY26 numbers in the chart below represent billing for services in FY25 that were prepared and paid in FY26, as well as billed amounts for September which have not yet been paid. A new process has been mandated by DHCF requiring DCPS providers to sign off as Ordering, Referring or Prescribing providers. In response, DCPS is updating billing policies and procedures to ensure that all providers are adhering to this requirement. DCPS anticipates billing for services from October – present in the coming months. A school-by-school breakdown of Medicaid billing is attached at Attachment Q41 - Medicaid.

<b>Total Medicaid Billing and Amount Received</b>		
<i>Fiscal Year</i>	<i>Amount Billed</i>	<i>Amount Received</i>
FY24	\$17,009,345.93	\$12,698,373.68
FY25	\$10,625,056.16	\$6,960,237.47
FY26	\$1,307,077.04	\$63,336.62

Please see the table below for the most frequently billed Medicaid reimbursable school-based services.

<b>Service Type</b>	<b>Procedure</b>
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



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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

**42. 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.**

DCPS continues to play a critical leadership role on the Coordinating Council on School Mental Health, particularly as the city moves toward a significant structural shift in service delivery. The Coordinating Council is now focused on navigating the Mayoral-approved transition from a mixed model of community-based organization (CBO) partnerships to an entirely Department of Behavioral Health (DBH)-funded, in-house model by SY27–28. This change requires careful planning to ensure continuity of care and equitable access for all schools.

At its height in SY22–23, the School-Based Behavioral Health Expansion Program achieved near-universal DCPS coverage, matching 114 of 116 schools with a DBH and/or CBO partner organization. The program also built strong school-based infrastructure through required School Strengthening Work Plans (SSWP) and mandatory School Behavioral Health Coordinators (SBHCs), ensuring alignment on mental health priorities. Schools benefited from integrated services, with some receiving both DBH and CBO support, and fostered stability and trust through consistent relationships with clinicians that strengthened family engagement.

DCPS, through its role on the Coordinating Council on School Mental Health, is working to support the School-Based Behavioral Health Expansion Program in DCPS schools in the following ways:

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- 1) Strategic Data Support: DCPS is actively supporting DBH in providing the most accurate school-level data possible to inform partner assignment decisions. This includes Chancellor-level engagement to ensure schools complete DBH's annual environmental scan, which will guide resource allocation based on actual need.
- 2) Implementation Leadership: DCPS continues meeting biweekly with OSSE and DBH to advance priorities such as workforce retention strategies through a joint OSSE workforce grant called Project AAROW. Project ARROW is a formal agreement between DC Public Schools and OSSE in support of the US Department of Education's Mental Health Service Professional Demonstration Grant (internally referred to as Advancing Recruitment and Retention in Our Workforce/ARROW). Between calendar years 2023-2027, DCPS will receive funding for 1) the creation a Director of School Mental Health Internships position, 2) stipends for first-year mental health professionals, 3) stipends for mental health interns, and 4) a one-time retention bonus for returning school-based mental health staff members.
- 3) Workforce Development: DCPS supports professional growth through initiatives like a learning community for first year professionals, offering monthly professional development sessions for new school-based mental health professionals.
- 4) Implementation of Coordinating Council Recommendations: DCPS is responsible for implementing/integrating the recommendations and guidelines set forth by the Coordinating Council within 117 schools. For example, the Director of 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 Coordinators, problem solving with them both individually and collectively on implementation decisions, working with schools to sustain partnership relationships, and providing tools and resources to support them in their roles.
- 5) Sharing Best Practices: DCPS shares successful strategies or programs implemented in our schools that have effectively supported students' behavioral health, contributing to the collective knowledge of the council. DCPS has included community partners in select pre-service and other training opportunities for the benefit of a coordinated approach to school mental health.

#### Barriers & Concerns:

- 1) Coverage: 13 DCPS schools currently lack a mental health partner. This reduced capacity stretches existing DCPS hired staff and forces focus on students with the highest needs and less time on prevention and early intervention.
- 2) Fluctuation of Referral Numbers: DCPS recorded the lowest number of mental health referrals in SY24–25 (2,126) since the QR referral system launched in SY21–22, following year over year counts of SY21-22 = 2,360, SY22-23 = 2,295, and SY 23-24 = 2,673. This decrease may

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indicate that school-based supports are functioning more effectively post-COVID, which would be a positive development. However, without clear causation, fewer referrals do not necessarily mean reduced need.

3) Infrastructure Risks: Having well-resourced mental health teams in schools means that clinicians can use school-wide data to plan supports and target classrooms, students, and subgroups for support. Reduced partnerships threaten momentum on planning and implementing School Strengthening Work Plans and sustaining integrated services, while equity concerns persist for high-need schools.

#### DCPS Mitigation Measures:

- 1) Maintaining investments in school mental health staffing.
- 2) Supporting DBH's transition planning with accurate data and school engagement.
- 3) Maintaining the role of the School Behavioral Health Coordinator for leadership and coordination tools that preserve infrastructure.
- 4) Continuing retention efforts through AAROW bonuses and duty adjustments.

**43. 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: Whether the individual received any additional compensation related to the role; and If a school has not identified a School Mental Health Coordinator, the reasons why.**

All DCPS schools have identified a School Behavioral Health Coordinator. The list of coordinators is below. Hours spent as the School Behavioral Health Coordinators vary by school, time of year, and fluctuating workloads. Coordinators do not receive additional compensation.

School Name	SBHC	Position
Amidon-Bowen ES	Mark Boisvert	Assistant Principal
Amidon-Bowen ES	Angelina Zara	Coordinator, Program
Anacostia HS	Melissa Sweeney	Social Worker
Ballou HS	Marcus Palmer	School Psychologist
Ballou HS	Brianna Boykin	School Psychologist
Ballou STAY HS	Aryka Maclin	Social Worker
Bancroft ES	Jamie White	Dean of Students
Bancroft ES	Justine Cortez	Coordinator, Program

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Bard High School Early College DC (Bard DC)	Sophia Thomas	Social Worker
Bard High School Early College DC (Bard DC)	Denise Daniels	School Psychologist
Bard High School Early College DC (Bard DC)	Waynonia Potts	Social Worker
Barnard ES	Andrea Bush	School Psychologist
Beers ES	Kairo Vivas	Social Worker
Benjamin Banneker HS	Cindy Dessin	Social Worker
Boone ES	Krystal Christon	School Psychologist
Brent ES	Margaret Hoyt	Social Worker
Brightwood ES	Patricia Spellman	Social Worker
Brookland MS	Jeanette Perry	School Psychologist
Browne EC	George Omeir	Social Worker
Bruce-Monroe ES @ Park View	Diana Mata	Social Worker
Bunker Hill ES	Caroline Molieri	Social Worker
Burroughs ES	Andrae Boyd	Coordinator, ISS
Burrville ES	Angela White	Social Worker
C.W. Harris ES	Christina Fraser	Social Worker
Capitol Hill Montessori School @ Logan	Tomicula Williams	School Counselor
Cardozo EC	Jazmyne Mitchell	Social Worker
Cleveland ES	Sara Passaro	Social Worker
Cleveland ES	Damian Popkin	Coordinator, Program
Columbia Heights EC (CHEC)	Andrea Lewis	School Counselor
Coolidge HS	Bennisha Lucas	Director, School Counseling
Deal MS	Hilary Katz	Social Worker
Dorothy I. Height ES	Candi Peterson	Social Worker
Drew ES	Denee Bottoms	Social Worker
Duke Ellington School of the Arts	Crystal Sylvia	Social Worker
Dunbar HS	Brittaney Shelton	Social Worker

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Dunbar HS	Nikia Harrod	Social Worker
Eastern HS	Monica Moment	School Psychologist
Eaton ES	Aubrey Polasky	School Psychologist
Eliot-Hine MS	Joleah Gorman	Social Worker
Excel Academy	Michelle Browne	Social Worker
Garfield ES	Andrea Watts	Social Worker
Garnet-Patterson STAY HS	Melva Mullins	Social Worker
Garnet-Patterson STAY HS	Antoine Harris	Social Worker
Garrison ES	Tierra Watkins	Social Worker
H.D. Cooke ES	Ramona Dejong	Social Worker
H.D. Cooke ES	Elizabeth Fife	Social Worker
Hardy MS	Paula Crivelli	Social Worker
Hardy MS	George Antwi-Obimpeh	School Counselor
Hart MS	Dana Bannerman	Manager, Connected Schools
Hearst ES	Sara Solomon	Social Worker
Hearst ES	Jared Gorman	School Psychologist
Hendley ES	Patty Ansani	Social Worker
Houston ES	Amber Kirk	Social Worker
Hyde-Addison ES	Jennifer Mclaurin	Social Worker
Hyde-Addison ES	Monique Leopold	School Psychologist
Ida B. Wells Middle School	Arielle Edge	School Psychologist
J.O. Wilson ES	Lamar Jenkins	Social Worker
Jackson-Reed HS	Lacey Maddrey	Social Worker
Janney ES	Josephine Pittman	School Counselor
Jefferson Middle School Academy	Jessica Coleman	Social Worker
John Francis EC	Ashley Edwards	School Psychologist
John Francis EC	Lauren Boone	Social Worker

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John Francis EC	Anna Soloway	Social Worker
John Francis EC	Ruth Gichangah	Social Worker
John Lewis ES	Carol Paige	School Counselor
John Lewis ES	Thomas Faulconer	Social Worker
Johnson, John Hayden MS	Nia Reddick	School Counselor
Kelly Miller MS	Caira Temple	School Counselor
Ketcham ES	Lynn Paulson	Social Worker
Key ES	Amy-Louise Henderson-Parker	Social Worker
Kimball ES	Jasmine Wedge	School Psychologist
Kimball ES	Natalie Clark	Social Worker
Kimball ES	Anne Byrnes	Social Worker
King, M.L. ES	Martha Brown	School Psychologist
Kramer MS	Lakisha Witherspoon	Social Worker
Lafayette ES	Sophia Carre	Social Worker
Langdon ES	Dayahn Chancellor	School Counselor
Langley ES	Vanessa Wortham	Social Worker
Langley ES	Rebecca Henricks	Social Worker
LaSalle-Backus ES	Kimberly Wheeler	School Psychologist
Leckie EC	Joy Mayo	Social Worker
Leckie EC	Charelia Bazemore	Social Worker
Ludlow-Taylor ES	Kevin Stafford	Social Worker
Luke C. Moore HS	Sia Mccoy	Social Worker
MacArthur HS	Inma Iglesias	Social Worker
MacFarland MS	Jennifer Raifsnider	Social Worker
MacFarland MS	Alexandra Raphael	Social Worker
Malcolm X ES @ Green	Tiffani Oneal	School Psychologist
Mann ES	Michaela Johnson	Social Worker

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Marie Reed ES	Juana Marquez	School Counselor
Maury ES	Laura Delaney	Social Worker
McKinley MS	Mia Vincent	School Psychologist
McKinley Technology HS	Sheila Graves	Social Worker
Military Road Early Learning Center	Laura Brewer	Social Worker
Miner ES	Kanyinsola Charis	School Counselor
Moten ES	Brianna Burks	School Counselor
Murch ES	Lauren Miller	School Counselor
Nalle ES	Haley Graham	Social Worker
Noyes ES	Jennifer Senna	Director, Strategy & Logistics
Oyster-Adams Bilingual School	Gisele Hanson	Social Worker
Oyster-Adams Bilingual School	Carmelita Naves	Social Worker
Patterson ES	Maureen Saint	Social Worker
Payne ES	Nathanaelle Cantave	Social Worker
Peabody ES (Capitol Hill Cluster)	Molly Zinkgraf	Social Worker
Phelps Architecture, Construction and Engineering HS	Fatima Lambert	Social Worker
Plummer ES	Anne David	Social Worker
Powell ES	Mecca Hayes	Social Worker
Powell ES	Troy Thomas	Dean of Students
Randle Highlands ES	Mekea Anderson	Social Worker
Raymond ES	Maurizio Machi	School Counselor
River Terrace EC	Cathy Lewis	Assistant Principal
Ron Brown College Preparatory High School	Charles Curtis	School Psychologist
Roosevelt HS	Erica Cartledge	Social Worker
Ross ES	Jillian Sharkey	School Counselor
Savoy ES	Anne Richardson	School Counselor
School Without Walls HS	Adam Backels	Social Worker

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School-Within-School @ Goding	Monee Hale	Social Worker
Seaton ES	Abel Mercado	School Counselor
Shepherd ES	Blake Lind	School Psychologist
Shirley Chisholm ES	Janina Green	Social Worker
Simon ES	Nikia Kelly	Social Worker
Smothers ES	Cedric Burton	Social Worker
Sousa MS	Ayisha Keith	Social Worker
Stanton ES	Chelante Gallemore	Social Worker
Stoddert ES	Davene Mathis	Social Worker
Stuart-Hobson MS (Capitol Hill Cluster)	Bernadette Wittschen	Social Worker
Takoma ES	Fatimah Warren	Social Worker
Thaddeus Stevens Early Learning Center	Christina Buswell	Social Worker
Thomas ES	Tamika Williams	Social Worker
Thomson ES	Rachael Friedlander	Social Worker
Truesdell ES	Samantha Shevitz	Social Worker
Truesdell ES	Maria Raimundi	School Counselor
Truesdell ES	Lizeth Wong	Social Worker
Truesdell ES	Besa Mulaye	School Counselor
Tubman ES	Shilpa Nagaraj	Social Worker
Tubman ES	Michelle Allen	Social Worker
Tubman ES	Emily Robbins	Social Worker
Turner ES	Catherine Babcock	School Counselor
Van Ness ES	Rong Gong	School Psychologist
Walker-Jones EC	Givonne Scarboro	School Counselor
Watkins ES (Capitol Hill Cluster)	Lauren Kraemer	Social Worker
Wheatley EC	Nashee Roscoe	Social Worker
Wheatley EC	Teresa Green	Social Worker

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Whitlock ES	Emily Anderson	Social Worker
Whittier ES	Heather German	Social Worker
Woodson, H.D. HS	Wadiyah Fuller	Social Worker

**44. Please provide, by school, during SY23-24, SY24-25, and SY25-26, in table form: (a) Each individual or community-based organization providing behavioral health services; (b) The personnel costs of these positions; and (c) The amount personnel costs reimbursed by Medicaid. (d) For each campus that lacks school-based behavioral and mental staff, please provide any plans that DCPS has to assist the schools to remediate their absence. Please provide a narrative description of such efforts in SY24-25, and to date in SY25-26. (e) The type of service offered by the individual and/or community-based organization as well as the frequency with which those services are provided.**

Information on individuals and community-based organizations providing behavioral health services is attached at Attachment Q44.

<b>Personnel Costs for Behavioral Health Positions</b>			
<i>Position Type</i>	<i>SY23-24</i>	<i>SY24-25</i>	<i>SY25-26</i>
WTU Social Workers (10 month)	\$63,373 to \$131,003	\$64,640 to \$133,623	\$66,580 to \$137,632
WTU School Psychologists (10 month)	\$63,373 to \$131,003	\$64,640 to \$133,623	\$66,580 to \$137,632
CSO School Psychologists (12 month)	\$75,103 to \$153,391	\$76,605 to \$149,623	\$86,566 to \$151,411

DCPS will complete the FY25 Medicaid cost settlement report by June 2026. In FY24, 57.4% of our overall 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 23 dedicated staff members which include Social Workers (6), School Psychologists (13), 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 CST (Central Services Team), bridges the gaps for schools with these vacancies.

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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.

At the start of each school year, Central Services ensures support for vacant schools by collecting a yearly calendar of upcoming reevaluations. Central Services assigns a School Psychologist to manage data meetings for these reevaluations and, if ordered, completes the psychological evaluations. Interns, housed in our vacant schools, play a vital role in assisting with these reevaluations, working under the guidance and support of Field Supervisors. Additionally, Central Services provides Multi-Tiered System of Support (MTSS) Trainings tailored to each vacant school and offers universal support throughout the year. In November of each year, vendor funds are allocated to provide additional support for vacant schools. Each school is assigned to a vendor who can complete up to 12 comprehensive assessments, ensuring that all student needs are met efficiently and effectively.

In addition to our internal staff, DCPS partners with several community agencies, which comprise over 140 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.

**45. Please provide the Committee with an update on DCPS's food and nutrition education programming during SY24-25 and SY25-26. How many schools participated in the program in SY24-25, and how many are participating in SY25-26?**

Schools participate in nutrition programming through a variety of partnerships and report on those partnerships through the School Health Profile process. Partners include:

- Fresh Fruit and Vegetable Program (FFVP)
- FoodPrints
- School Garden Program
- City Blossoms (Garden Program)
- DC Food Project - Share Tables and/or Pantry Program
- DCPS Food and Nutrition Services Taste Tests
- Martha's Table - Joyful Markets

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- Brighter Bites
- SNAP-Ed

For SY25-26, 94 schools have confirmed nutrition education programming. For the prior year of SY24-25, 102 schools confirmed they are providing nutrition education.

**46. What is DCPS's policy and procedure for initiating an involuntary transfer of a student? For SY24-25 and SY25-26, how many involuntary transfers were initiated by DCPS? Of those, how many were appealed by the student's family? Of those appealed, provide data reflecting the outcomes of review. Please denote for each stage how many students had IEPs.**

DCPS follows 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 the health, 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, the identification of a new school is driven by programmatic needs and services 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 transfers, regardless of disability status. All aspects of the appeal process are clearly articulated and explained to stakeholders during the administrative conference, where the circumstances leading to the request are discussed. The parents/legal guardians and/or adult student receives an electronic or hard copy of the transfer packet.

The procedure for initiating involuntary transfers can be found online at [Involuntary Transfers | dcps](#). There are six steps in the review and determination process for involuntary transfers.

- Step 1: School sends a request to Director for an involuntary or immediate involuntarily transfer
- Step 2: Meeting with Instructional Superintendent to discuss the transfer request
- Step 3: Administrative conference is scheduled with parent/guardian/adult student
- Step 4: Collaborate with Division of Specialized Instruction to determine which school can implement the student's Individualized Education Plan (IEP), if necessary
- Step 5: Placement letter sent to school and family

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- Step 6: Collaborate with the enrollment team to officially transfer the educational records and official enrollment to receiving school

<b>Involuntary Transfer at DCPS</b>				
<i>Transfer Type</i>	<i>SY24-25 Total</i>	<i>SY24-25 Students with IEPs</i>	<i>SY25-26 Total (YTD)</i>	<i>SY25-26 Students with IEPs (YTD)</i>
Involuntary	54	14	11	6
Immediate Involuntary	27	7	18	6
Total	81	21	29	12
Appeal Requests	25	7	9	1
After Appeal, No Student Transfer	2	n/a	n/a	n/a

**47. Regarding disciplinary hearings, please provide data quantifying the following for SY23-24, SY24-25, and SY25-26: The number of disciplinary hearings compared to the number of required disciplinary hearings; The number of manifestation determination meetings; and The percentage of cases affirmed or modified by hearing officers and the results of those modifications.**

<b>Disciplinary Hearing for Number of 6-10 Day Suspensions</b>			
<i>Category</i>	<i>SY 23-24</i>	<i>SY 24-25</i>	<i>SY 25-26 YTD (1/31/26)</i>
6-10 Day Suspensions	68	73	58
Disciplinary Hearings Held	Not Tracked	Not Tracked	52 held, 6 scheduled

Manifestation determination meetings are required for students with IEPs when the suspension would result in the students missing more than 10 cumulative days of school due to an out of school suspension within a single school year. 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 meeting is not required (i.e., a student with an IEP who has never been suspended is suspended for six days). DCPS does not track the date of required manifestation determination meeting relative to discipline hearings.

As of January 31<sup>st</sup>, 2026:

- 52 hearings have occurred year to date (2 still waiting for hearing officer report)
- Of the 50 with decisions, 6 were denied (3x DCPS failure to appear, 2x lack of proof, 1x incident not in DCPS jurisdiction)

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48. Please list which schools have received eyeglass screening in SY24-25, and SY25-26. Please list which schools are projected to receive eyeglasses screening in SY26-27 and SY27-28.

Schools Receiving Eyeglass Screenings			
<i>Received in SY24-25</i>	<i>Received in SY25-26</i>	<i>Projected for SY26-27</i>	<i>Projected for SY27-28</i>
<ul style="list-style-type: none"> <li>• Langley ES</li> <li>• Moten ES</li> <li>• CW Harris ES</li> <li>• Hendley ES</li> <li>• Kimball ES</li> <li>• King, M.L. ES</li> <li>• Savoy ES</li> <li>• Stanton ES</li> <li>• Janney ES</li> <li>• Stoddert ES</li> <li>• Brightwood ES</li> <li>• Raymond ES</li> <li>• Shepherd ES</li> <li>• Truesdell ES</li> <li>• Maury ES</li> <li>• Marie Reed ES</li> <li>• Oyster-Adams EC</li> <li>• Amidon-Bowen ES</li> <li>• Dorothy Heights ES</li> <li>• Garrison ES</li> <li>• John Lewis ES</li> <li>• LaSalle-Backus ES</li> <li>• Hardy MS</li> <li>• Stuart-Hobson MS</li> </ul>	<ul style="list-style-type: none"> <li>• Lafayette ES</li> <li>• Dunbar HS</li> <li>• Banneker HS</li> <li>• Phelps ACE HS</li> <li>• Simon ES</li> <li>• Langley ES</li> <li>• Randle Highlands ES</li> </ul>	<ul style="list-style-type: none"> <li>• Bunker Hill ES</li> <li>• Capitol Hill Montessori School @ Logan</li> <li>• Garfield ES</li> <li>• H.D. Cooke ES</li> <li>• Hendley ES</li> <li>• John Francis EC</li> <li>• King, M.L. ES</li> <li>• Leckie EC</li> <li>• Malcolm X ES @ Green</li> <li>• Noyes ES</li> <li>• Patterson ES</li> <li>• Turner ES</li> <li>• Beers ES</li> <li>• Boone ES</li> <li>• Browne EC</li> <li>• Excel Academy</li> <li>• Kimball ES</li> <li>• Langdon ES</li> <li>• Moten ES</li> <li>• Plummer ES</li> <li>• Savoy ES</li> </ul>	<ul style="list-style-type: none"> <li>• Simon ES</li> <li>• Randle Highlands ES</li> <li>• Langley ES</li> <li>• Lafayette ES</li> <li>• Mann ES</li> <li>• Marie Reed ES</li> <li>• Maury ES</li> <li>• Oyster-Adams Bilingual School</li> <li>• Powell ES</li> <li>• Shirley Chisholm ES</li> <li>• Stoddert ES</li> <li>• Tubman ES</li> <li>• Amidon-Bowen ES</li> <li>• Brightwood ES</li> <li>• Dorothy I. Height ES</li> <li>• Garrison ES</li> <li>• John Lewis ES</li> <li>• LaSalle-Backus ES</li> <li>• Military Road Early Learning Center</li> <li>• Raymond ES</li> <li>• Seaton ES</li> <li>• Shepherd ES</li> </ul>



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<ul style="list-style-type: none"> <li>• Columbia Heights EC</li> <li>• Brookland MS</li> </ul>		<ul style="list-style-type: none"> <li>• Stanton ES</li> <li>• Walker-Jones EC</li> <li>• Burroughs ES</li> <li>• Burrville ES</li> <li>• C.W. Harris ES</li> <li>• Drew ES</li> <li>• Ketcham ES</li> <li>• Ludlow-Taylor ES</li> <li>• Nalle ES</li> <li>• Payne ES</li> <li>• Smothers ES</li> <li>• Thomas ES</li> <li>• Wheatley EC</li> <li>• Whitlock ES</li> <li>• Whittier ES</li> <li>• Barnard ES</li> <li>• Brent ES</li> <li>• Eaton ES</li> <li>• Hearst ES</li> <li>• J.O. Wilson ES</li> <li>• Key ES</li> <li>• Miner ES</li> <li>• Murch ES</li> <li>• Peabody ES (Capitol Hill Cluster)</li> <li>• Ross ES</li> <li>• School-Within-School @ Goding</li> <li>• Thomson ES</li> </ul>	<ul style="list-style-type: none"> <li>• Takoma ES</li> <li>• Thaddeus Stevens Early Learning Center</li> <li>• Truesdell ES</li> <li>• Van Ness ES</li> <li>• Brookland MS</li> <li>• Deal MS</li> <li>• Eliot-Hine MS</li> <li>• Hardy MS</li> <li>• Hart MS</li> <li>• Ida B. Wells Middle School</li> <li>• Jefferson Middle School Academy</li> <li>• Johnson, John Hayden MS</li> <li>• Kelly Miller MS</li> <li>• Kramer MS</li> <li>• MacFarland MS</li> <li>• Sousa MS</li> <li>• Stuart-Hobson MS (Capitol Hill Cluster)</li> <li>• Anacostia HS</li> <li>• Coolidge HS</li> <li>• Dunbar HS</li> <li>• Jackson-Reed HS</li> <li>• MacArthur HS</li> <li>• Roosevelt HS</li> <li>• Woodson, H.D. HS</li> <li>• Ballou STAY HS</li> </ul>
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		<ul style="list-style-type: none"> <li>• Watkins ES (Capitol Hill Cluster)</li> <li>• Bancroft ES</li> <li>• Bruce-Monroe ES @ Park View</li> <li>• Cleveland ES</li> <li>• Houston ES</li> <li>• Hyde-Addison ES</li> <li>• Janney ES</li> <li>• Ballou HS</li> <li>• Cardozo EC</li> <li>• Eastern HS</li> <li>• Columbia Heights EC (CHEC)</li> </ul>	<ul style="list-style-type: none"> <li>• Bard High School Early College DC (Bard DC)</li> <li>• Benjamin Banneker HS</li> <li>• Duke Ellington School of the Arts</li> <li>• Garnet-Patterson STAY HS</li> <li>• Luke C. Moore HS</li> <li>• McKinley MS</li> <li>• McKinley Technology HS</li> <li>• Phelps Architecture, Construction and Engineering HS</li> <li>• River Terrace EC</li> <li>• Ron Brown College Preparatory High School</li> <li>• School Without Walls HS</li> </ul>
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**49. In SY24-25, how did DCPS gather feedback on IMPACT? What changes were made to IMPACT based on that feedback for SY25-26? Please describe any ongoing efforts to eliminate bias in IMPACT ratings.**

During SY24-25, Central Services solicited feedback related to the School Leader IMPACT evaluation as part of the multi-year review of School Leader IMPACT. The focus during SY24-25 was related to adjustments planned for the Leadership Framework – the rubric upon which principals and assistant principals are assessed by their respective managers during the school year. Central Services piloted a revised Leadership Framework rubric to more than 50 leaders across more than 20 schools. This feedback informed the district-wide rollout of the revised School Leader IMPACT Leadership Framework rubric to all school leaders for SY25-26.

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Based on the feedback collected, a new IMPACT Leadership Framework rubric for all school leaders was introduced. The adjustments included updating competencies and leadership actions to better reflect the expectations of school leaders to provide more accurate feedback; along with an adjustment to the scoring methodology which aimed to provide more nuanced feedback to school leaders.

Based on feedback collected during SY24-25, the IMPACT team continued to support proper target setting for the standardized i-Ready goals by providing school leaders and staff members with grade level achievement data for the goal.

DCPS also receives feedback via the IMPACT helpline and the Insight Teacher survey.

Ongoing efforts to eliminate bias include:

- **IMPACT data dashboards:** DCPS continues to provide school leaders with school specific IMPACT data dashboards allowing leaders to reflect on their school’s IMPACT data through various demographic lenses. The dashboard also comes with a walkthrough tool.
- **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 Leadership Framework Rubric:** The IMPACT team rolled out for SY25-26 a revised Leadership Framework rubric for school leaders which aims to mitigate the potential for bias in the school leader evaluation system.
- **Training:** The IMPACT team developed and provided new school leaders with trainings on IMPACT designed to ensure they are aware of the best practices around collecting observation evidence, writing strong reports, and holding effective conferences in order to support all new leaders in properly utilizing the evaluation system.

**50. For 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	FY24	FY25
IMPACT Operations, Align, and Design Teams	\$1,295,446	\$1,349,519
IMPACT Platform Developer	\$180,294	\$185,702



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Contract for “Value-Added” Calculations	\$193,825	\$193,825
Staff and School Leader Printed Materials	\$11,000	\$976
Contract to Support Student Surveys	\$180,429	\$185,842
Video Library Platform	\$9,261	--
Education Pioneer Contract	\$10,700	--
School Leader – Principal Working Group Stipends	\$25,000	--
Teacher IMPACT <i>plus</i> bonuses	\$17,957,400	\$17,759,000
School Leader IMPACT <i>plus</i> bonuses	\$1,627,500	\$625,000
Other Staff IMPACT <i>plus</i> bonuses	\$4,196,200	\$5,034,500
<b>Total</b>	<b>\$25,687,055</b>	<b>\$23,334,364</b>

51. Provide, by Ward, what percentage of teachers improved their evaluation rating between SY23-24 and SY24-25? Please include data for each rating category.

Percentage of Teachers Improving IMPACT Rating				
Ward	Effective	Developing	Minimally Effective	Ineffective
1	28%	58%	N<10	N<10
2	25%	73%	N<10	N<10
3	32%	N<10	N<10	N<10
4	18%	58%	N<10	N<10
5	27%	74%	N<10	N<10
6	37%	N<10	N<10	N<10
7	26%	75%	85%	N<10
8	25%	50%	N<10	N<10
District	26%	59%	78%	N<10

52. In SY24-25 and SY25-26, how much did each DCPS school budget for Administrative Premium, and what percent of that budget was or has been spent on class coverage because of staff absences?

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<b>Budget and Expenditures of Administrative Premium</b>					
<i>School Code</i>	<i>School Name</i>	<i>FY25 Administrative Premium Budget</i>	<i>FY25 Budget Spent on Class Coverage</i>	<i>FY26 Administrative Premium Budget</i>	<i>FY26 Budget Spent on Class Coverage</i>
203	Amidon-Bowen Elementary School	\$23,158	39%	\$43,315	8%
450	Anacostia High School	\$131,142	42%	\$186,553	6%
452	Ballou High School	\$163,799	78%	\$262,341	18%
462	Ballou STAY High School	\$130,741	7%	\$123,548	0%
204	Bancroft Elementary School	\$276,570	3%	\$223,585	0%
1058	Bard High School Early College DC (Bard DC)	\$179,514	171%	\$171,530	24%
205	Barnard Elementary School	\$325,910	12%	\$193,717	5%
206	Beers Elementary School	\$76,526	9%	\$250,000	1%
402	Benjamin Banneker High School	\$128,509	0%	\$75,391	0%
212	Brent Elementary School	\$40,011	0%	\$11,040	12%
213	Brightwood Education Campus	\$101,059	1%	\$114,309	0%
347	Brookland Middle School	\$80,422	42%	\$121,791	6%
404	Browne Education Campus	\$106,290	52%	\$56,723	35%
296	Bruce-Monroe Elementary School	\$21,000	50%	\$63,897	13%
219	Bunker Hill Elementary School	\$166,874	33%	\$113,454	10%
220	Burroughs Elementary School	\$48,775	5%	\$19,357	1%
221	Burrville Elementary School	\$348,996	0%	\$270,646	0%
247	C.W. Harris Elementary School	\$48,258	6%	\$31,795	2%
360	Capitol Hill Montessori School @ Logan	\$39,067	39%	\$80,000	11%
454	Cardozo Education Campus	\$216,386	47%	\$260,033	16%
224	Cleveland Elementary School	\$71,071	6%	\$93,980	0%
442	Columbia Heights Education Campus	\$468,531	23%	\$331,690	7%

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455	Coolidge High School	\$501,494	32%	\$677,297	8%
405	Deal Middle School	\$328,753	75%	\$279,343	19%
349	Dorothy I. Height Elementary School	\$61,561	61%	\$214,968	4%
231	Drew Elementary School	\$53,126	104%	\$108,176	15%
471	Duke Ellington School of the Arts	\$5,155	0%	\$11,086	0%
467	Dunbar High School	\$249,180	84%	\$456,638	10%
457	Eastern High School	\$165,538	117%	\$208,295	29%
232	Eaton Elementary School	\$15,074	0%	\$21,535	2%
407	Eliot-Hine Middle School	\$70,840	0%	\$58,083	0%
318	Excel Academy	\$68,171	15%	\$122,942	0%
238	Garfield Elementary School	\$34,972	56%	\$87,194	8%
456	Garnet-Patterson STAY High School	\$262,008	4%	\$230,480	1%
239	Garrison Elementary School	\$43,309	0%	\$37,391	0%
227	H.D. Cooke Elementary School	\$14,905	0%	\$57,888	0%
464	H.D. Woodson High School	\$95,465	117%	\$115,801	14%
246	Hardy Middle School	\$235,596	39%	\$108,252	30%
413	Hart Middle School	\$113,212	37%	\$265,240	4%
258	Hearst Elementary School	\$86,248	1%	\$19,716	0%
249	Hendley Elementary School	\$27,978	53%	\$58,562	5%
251	Houston Elementary School	\$22,815	44%	\$82,130	2%
252	Hyde-Addison Elementary School	\$16,165	0%	\$48,756	0%
1071	Ida B. Wells Middle School	\$51,224	30%	\$61,960	18%
	Inspiring Youth Program	\$0	0%	\$0	0%
339	J.O. Wilson Elementary School	\$177,963	3%	\$322,334	0%
463	Jackson-Reed HS	\$568,936	36%	\$652,506	10%
254	Janney Elementary School	\$66,643	33%	\$69,519	1%
433	Jefferson Middle School Academy	\$86,866	207%	\$179,852	29%
409	John Francis EC	\$50,556	81%	\$37,704	13%

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336	John Lewis ES (formerly West Education Campus)	\$34,364	4%	\$16,222	1%
416	Johnson Middle School	\$68,313	1%	\$94,869	1%
421	Kelly Miller Middle School	\$78,139	76%	\$81,204	21%
257	Ketcham Elementary School	\$92,472	0%	\$52,320	0%
272	Key Elementary School	\$3,765	0%	\$3,476	0%
259	Kimball Elementary School	\$51,004	10%	\$75,000	2%
344	King Elementary School	\$39,079	55%	\$158,383	1%
417	Kramer Middle School	\$107,264	60%	\$27,177	50%
261	Lafayette Elementary School	\$2,000	9%	\$91,267	0%
262	Langdon Elementary School	\$136,495	33%	\$84,455	6%
370	Langley Elementary School	\$34,039	15%	\$97,053	2%
264	LaSalle-Backus Education Campus	\$62,420	25%	\$95,500	2%
291	Lawrence E. Boone Elementary School	\$50,902	69%	\$86,470	10%
266	Leckie Education Campus	\$194,611	34%	\$163,085	8%
271	Ludlow-Taylor Elementary School	\$33,147	102%	\$18,487	0%
884	Luke C. Moore High School	\$136,445	28%	\$136,985	1%
1294	MacArthur SHS	\$65,558	122%	\$68,156	24%
420	MacFarland Middle School	\$156,153	127%	\$416,646	5%
308	Malcolm X Elementary School @ Green	\$10,397	0%	\$39,188	0%
273	Mann Elementary School	\$2,953	0%	\$9,221	0%
284	Marie Reed Elementary School	\$55,351	10%	\$78,974	5%
274	Maury Elementary School	\$6,970	14%	\$45,114	3%
435	McKinley Middle School	\$67,152	98%	\$68,000	19%
458	McKinley Technology High School	\$173,905	47%	\$174,000	15%
1165	Military Road Early Learning Center	\$12,178	15%	\$11,233	2%
280	Miner Elementary School	\$21,788	16%	\$23,324	0%
285	Moten Elementary School	\$22,203	18%	\$30,000	6%

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287	Murch Elementary School	\$37,508	20%	\$10,782	27%
288	Nalle Elementary School	\$62,569	0%	\$105,889	3%
290	Noyes Elementary School	\$85,926	21%	\$92,008	3%
292	Oyster-Adams Bilingual School	\$24,000	0%	\$22,320	0%
294	Patterson Elementary School	\$239,998	6%	\$192,165	2%
295	Payne Elementary School	\$81,317	11%	\$95,821	5%
301	Peabody Elementary School (Capitol Hill Cluster)	\$6,030	13%	\$3,947	23%
478	Phelps ACE High School	\$113,449	70%	\$183,385	11%
299	Plummer Elementary School	\$57,673	46%	\$98,997	14%
300	Powell Elementary School	\$209,750	0%	\$275,733	0%
316	Randle Highlands Elementary School	\$65,000	0%	\$46,967	0%
302	Raymond Education Campus	\$45,849	4%	\$104,549	0%
304	River Terrace Education Campus	\$56,068	7%	\$80,325	1%
436	Ron Brown College Preparatory High School	\$73,106	123%	\$315,853	1%
459	Roosevelt High School	\$139,504	0%	\$308,025	0%
305	Ross Elementary School	\$42,856	0%	\$15,981	0%
307	Savoy Elementary School	\$41,194	73%	\$17,079	15%
466	School Without Walls High School	\$105,148	12%	\$159,878	6%
175	School-Within-School @ Goding	\$14,217	15%	\$35,472	3%
309	Seaton Elementary School	\$50,691	34%	\$87,560	10%
313	Shepherd Elementary School	\$16,875	25%	\$24,468	20%
330	Shirley Chisholm ES	\$96,921	0%	\$135,777	0%
315	Simon Elementary School	\$45,296	7%	\$37,515	5%
322	Smothers Elementary School	\$16,761	39%	\$24,072	3%
427	Sousa Middle School	\$121,471	42%	\$74,329	4%
319	Stanton Elementary School	\$112,453	0%	\$110,000	0%
321	Stoddert Elementary School	\$21,500	0%	\$41,110	0%

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428	Stuart-Hobson MS (Capitol Hill Cluster)	\$158,552	4%	\$120,000	1%
324	Takoma Education Campus	\$29,995	54%	\$29,995	30%
1142	Thaddeus Stevens Early Learning Center	\$13,776	13%	\$14,501	14%
325	Thomas Elementary School	\$78,603	43%	\$75,073	7%
326	Thomson Elementary School	\$27,048	31%	\$21,173	16%
327	Truesdell Education Campus	\$138,750	0%	\$114,897	0%
328	Tubman Elementary School	\$340,170	1%	\$29,577	0%
329	Turner Elementary School	\$125,389	5%	\$111,749	3%
331	Van Ness Elementary School	\$50,609	22%	\$30,167	18%
332	Walker-Jones Education Campus	\$20,919	61%	\$56,250	11%
333	Watkins Elementary School (Capitol Hill Cluster)	\$25,248	18%	\$74,393	2%
335	Wheatley Education Campus	\$71,000	220%	\$106,318	74%
202	Whitlock Elementary School (formerly Aiton ES)	\$21,787	0%	\$37,377	0%
338	Whittier Education Campus	\$242,149	85%	\$390,379	20%

**53. For FY26, the Council provided funds to DCPS to support educators with H1-B visas to apply for Green Cards.**

**(a) How many new staff have DCPS supported through the Green Card application process in FY26?**

**(b) For how many educators did DCPS sponsor or renew H1-B visas for in FY25 and FY26?**

DCPS has not sponsored new staff for permanent residency in FY26. Between 2021 and 2024, DCPS piloted a permanent residency sponsorship program for two cohorts of educators who met certain criteria to pursue Green Cards. The first cohort consisted of 8 educators and the second consisted of 16 for a total of 24 sponsored educators. Since the pilot program began, 4 educators left the group (2 from each cohort) before completing the process because they were either no longer employed by DCPS, ineligible to continue in the program, or received a Green Card through other means. Of the 20 educators remaining in the pilot program, all of whom have approved immigrant worker petitions (USCIS Form I-140), the 6 remaining educators in the first cohort have reached their priority dates and are eligible to file for permanent residency, while the 14 educators in the second cohort are waiting for their priority dates to be reached in order to file for permanent residency.

DCPS In Fiscal Year 2025, DPCS sponsored or renewed H-1B visas for 125 educators. For FY26 to date, DCPS sponsored or renewed H-1B visas for 21 educators. Please note: during the government shutdown from October 1 to November 5, 2025, the US Department of Labor was not issuing Labor

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Condition Applications (LCA), which prevented DCPS from filing H1-B petitions. An additional 53 renewal petitions have already been identified for filing this year, and new visa petitions will be identified during the spring hiring season.

**54. Please answer the following regarding student assessments:**

- (a) For SY25-26, what actions has DCPS taken to review the number of days students are assessed? Please be sure to address the work of the Assessments Steering Committee.**
- (b) How is DCPS evaluating the appropriate number of assessments for students for SY26-27?**
- (c) How is DCPS addressing concerns regarding Required Curriculum Tasks?**

DCPS launched the Assessment Steering Committee to conduct a targeted review of the district’s assessment framework. The committee engaged educators through a survey, focus groups, and committee analysis. Key findings guided DCPS’s actions with goals of reducing assessment burden, improving coherence, and protecting instructional time. As a result, DCPS reduced the number of Required Curricular Tasks (RCTs), removed MAP Science assessments in grades 6–8, and eliminated ANet assessments across all grade levels resulting in approximately 10 fewer assessment days at both the elementary and secondary levels. The district also adjusted assessment windows to reduce overlap and instructional disruption and increased the use of released summative assessment items within Required Curriculum Tasks to minimize redundancy.

In SY26-27, DC will transition to DC CAPE 2.0, which introduces a more coherent summative assessment system with optional interim components designed to support instruction rather than add testing days. In alignment with this citywide shift, DCPS is taking a systemwide approach to reviewing assessments, with a focus on instructional purpose, alignment to the instructional learning cycle, and student experience. This involves mapping assessments across grade levels to ensure each tool serves a clear role—diagnostic, formative, interim, or summative—while eliminating unnecessary duplication. Ongoing educator surveys, focus groups, and review by the Assessment Steering Committee are central to this process, ensuring that decisions about assessment volume are driven by instructional value, equity, and usability.

Required Curricular Tasks (RCTs) continue to be framed as curriculum-embedded formative assessments aligned to pacing and grade-level standards rather than standalone testing events. DCPS is addressing concerns regarding RCTs by clarifying their purpose, strengthening alignment, and reducing instructional time dedicated to these tasks. In addition to reducing the number of RCTs, DCPS has increased the use of released summative assessment items within ELA and Math RCTs to improve coherence, reduce redundancy, and strengthen connections between classroom instruction and summative expectations. The district has also improved guidance and communication through centralized assessment resources. As part of the launch of the Assessment Steering Committee, DCPS will use educator feedback—collected through surveys, listening sessions, to inform ongoing revisions to RCT design, frequency, and implementation.

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**55. For SY24-25 and SY25-26, by grade level, how many teachers have successfully completed an OSSE-approved structured literacy training or demonstrated competency in structured literacy?**

42 kindergarten educators have already successfully completed an OSSE-approved structured literacy training or demonstrated competency in structured literacy. 296 educators are on track to successfully complete training with the DCPS Reading Clinic, an OSSE-approved structured literacy training, during the District Professional Development Day on February 13, 2026. DCPS will continue to provide support to the remaining 88 kindergarten educators in completing the asynchronous version of the training, and all will complete training by the start of the 26-27 school year.

**56. Please provide in table form, by school, during SY24-25 and SY25-26: (a) The number of students eligible for learning devices at a ratio of 1:1; (b) The number of those devices in operation: (c) The number of students eligible for learning devices at a ratio of 3:1; and (d) The number of those devices in operation.**

<b>DCPS Devices</b>				
<i>Category</i>	<i>SY 22-23</i>	<i>SY 23-24</i>	<i>SY 24-25</i>	<i>SY25-26</i>
1:1 (Students in Grade 3 and above)	33,947	33,718	33,239	33,396
3:1 (Students in Grade 2 and below)	18,280	18,380	18,073	17,837
Total devices needed to maintain student-to-device ratio	40,041	39,845	39,264	39,342
Number of devices available at school for students	48,604	52,231	48,717	48,342

<b>Technology Devices by School</b>		
<i>School Name</i>	<i>SY24-25 Devices</i>	<i>SY25-26 Devices</i>
Amidon-Bowen Elementary School	284	283
Anacostia High School	321	350
Ballou High School	814	840
Ballou STAY High School	539	493
Bancroft Elementary School	576	532
Bard High School Early College DC	447	426
Barnard Elementary School	381	386

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Beers Elementary School	281	286
Benjamin Banneker High School	794	830
Brent Elementary School	287	280
Brightwood Elementary School	472	453
Brookland Middle School	414	409
Browne Education Campus	359	390
Bruce-Monroe Elementary School @ Park View	301	282
Bunker Hill Elementary School	159	157
Burroughs Elementary School	246	221
Burrville Elementary School	259	189
C.W. Harris Elementary School	206	204
Capitol Hill Montessori School @ Logan	462	450
Cardozo Education Campus	756	699
Cleveland Elementary School	252	218
Columbia Heights Education Campus (CHEC)	1731	1840
Coolidge High School	1133	1296
Deal Middle School	1612	1590
Dorothy I. Height Elementary School	284	221
Drew Elementary School	132	169
Duke Ellington School of the Arts	658	656
Dunbar High School	1185	1316
Eastern High School	1056	1043
Eaton Elementary School	333	305
Eliot-Hine Middle School	516	554
Excel Academy	368	369
Garfield Elementary School	176	188
Garnet-Patterson STAY High School (Roosevelt STAY)	812	884
Garrison Elementary School	266	252

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H.D. Cooke Elementary School	253	274
H.D. Woodson High School	643	701
Hardy Middle School	624	784
Hart Middle School	384	416
Hearst Elementary School	272	274
Hendley Elementary School	157	195
Houston Elementary School	245	244
Hyde-Addison Elementary School	327	298
Ida B Wells	636	597
J.O. Wilson Elementary School	343	340
Jackson-Reed High School	2424	2067
Janney Elementary School	488	493
Jefferson Middle School Academy	448	448
John Francis Education Campus (SWW Francis-Stevens)	643	638
John Lewis Elementary School	331	357
Johnson Middle School	308	350
Kelly Miller Middle School	329	386
Ketcham Elementary School	210	174
Key Elementary School	264	258
Kimball Elementary School	291	244
King Elementary School	198	193
Kramer Middle School	240	262
LaSalle-Backus Elementary School	423	276
Lafayette Elementary School	701	647
Langdon Elementary School	282	266
Langley Elementary School	290	227
Lawrence E. Boone Elementary School	398	264
Leckie Education Campus	381	371



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Lorraine H. Whitlock Elementary School (Aiton) Elementary School	115	114
Ludlow-Taylor Elementary School	306	325
Luke C. Moore High School	321	271
MacArthur High School	497	640
MacFarland Middle School	495	569
Malcolm X Elementary School @ Davis	580	145
Mann Elementary School	347	297
Marie Reed Elementary School	366	347
Maury Elementary School	385	382
McKinley Middle School	292	325
McKinley Technology High School	856	942
Military Road Early Learning Center	48	60
Miner Elementary School	317	313
Moten Elementary School	213	201
Murch Elementary School	487	510
Nalle Elementary School	250	222
Noyes Elementary School	215	210
Oyster-Adams Bilingual School	661	648
Patterson Elementary School	296	189
Payne Elementary School	317	286
Peabody Elementary School (Capitol Hill Cluster)	91	112
Phelps Architecture, Construction and Engineering High School	411	387
Plummer Elementary School	192	149
Powell Elementary School	199	351
Randle Highlands Elementary School	113	262
Raymond Elementary School	341	330
River Terrace Education Campus	179	177
Ron Brown College Preparatory High School	225	163

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Roosevelt High School	1057	1053
Ross Elementary School	101	131
Savoy Elementary School	229	160
School Without Walls High School	692	747
School-Within-School @ Goding	75	225
Seaton Elementary School	224	232
Shepherd Elementary School	292	342
Shirley Chisholm (Tyler) Elementary School	358	387
Simon Elementary School	200	182
Smothers Elementary School	172	192
Sousa Middle School	266	264
Stanton Elementary School	190	231
Stevens Early Learning Center	90	121
Stoddert Elementary School	482	376
Stuart-Hobson Middle School (Capitol Hill Cluster)	494	513
Takoma Elementary School	363	370
Thomas Elementary School	184	168
Thomson Elementary School	246	169
Truesdell Elementary School	292	276
Tubman Elementary School	385	297
Turner Elementary School	340	309
Van Ness Elementary School	305	294
Walker-Jones Education Campus	236	263
Watkins Elementary School (Capitol Hill Cluster)	243	321
Wheatley Education Campus	317	317
Whittier Elementary School	364	370

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**57. (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.**

**Designations Breakdown**

<b>School</b>	<b>Designation</b>	<b>Investment in Schools Grant Funding Years</b>
<a href="#">Anacostia HS</a>	2018 - Comprehensive Support Type 1 (CS1) 2022 - Comprehensive Support and Improvement Schools (CSI) 2024 - Intensive Support and Improvement (ISI)	SY18-19, SY20-21, SY22-23, and SY23-24 SY22-23, SY23-24, and SY24-25 SY24-25, SY25-26, and SY26-27
<a href="#">Ballou HS</a>	2018 - Comprehensive Support Type 1 (CS1) 2022 - Comprehensive Support and Improvement Schools (CSI) 2024 - Intensive Support and Improvement (ISI)	SY18-19, SY20-21, SY22-23, and SY23-24 SY22-23, SY23-24, and SY24-25 SY24-25, SY25-26, and SY26-27
<a href="#">Cardozo EC</a>	2018 - Comprehensive Support Type 1 (CS1) 2024 - Comprehensive Support and Improvement (CSI)	SY18-19, SY20-21, SY22-23, and SY23-24 SY24-25, SY25-26, and SY26-27
<a href="#">Eliot-Hine MS*</a>	2018 - Comprehensive Support Type 1 (CS1)	SY18-19, SY20-21, SY22-23, and SY23-24
<a href="#">Ketcham ES</a>	2024 - Comprehensive Support and Improvement (CSI)	SY24-25, SY25-26, and SY26-27
<a href="#">Langley ES</a>	2018 - Comprehensive Support Type 1 (CS1) 2024 - Monitored Improvement Status (MIS)	SY18-19, SY20-21, SY22-23, and SY23-24 SY24-25, SY25-26, and SY26-27
<a href="#">Johnson MS</a>	2022 - Comprehensive Support and Improvement Schools (CSI)	SY22-23, SY23-24, and SY24-25
<a href="#">Kelly Miller MS</a>	2022 - Comprehensive Support and Improvement Schools (CSI)	SY22-23, SY23-24, and SY24-25
<a href="#">King ES</a>	2022 - Comprehensive Support and Improvement Schools (CSI)	SY22-23, SY23-24, and SY24-25
<a href="#">Kramer MS</a>	2018 - Comprehensive Support Type 1 (CS1) 2022 - Comprehensive Support and Improvement Schools (CSI)	SY18-19, SY20-21, SY22-23, and SY23-24 SY22-23, SY23-24, and SY24-25
<a href="#">Moten ES</a>	2018 - Comprehensive Support Type 1 (CS1) 2022 - Comprehensive Support and Improvement Schools (CSI)	SY18-19, SY20-21, SY22-23, and SY23-24 SY22-23, SY23-24, and SY24-25
<a href="#">Sousa MS</a>	2018 - Comprehensive Support Type 1 (CS1) 2022 - Comprehensive Support and Improvement Schools (CSI)	SY18-19, SY20-21, SY22-23, and SY23-24 SY22-23, SY23-24, and SY24-25

\*Eliot-Hine MS did not have an active status as one of the lowest performing schools in SY23-24 or SY24-25.

**Anacostia HS**

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State Assessment Results			Attendance		Additional Data				
	DC CAPE/ PARCC ELA	DC CAPE/ PARCC Math	Chronic Absenteeism	In-Seat Attendance	Safety and Belonging		Enrollment	CTE	ACGR
					Safety	Belonging			
SY 25-26	Released Summer 2026	Released Summer 2026	75%*	71%*	52%	49%	252	35%	Released Winter 2026
SY 24-25	6%	1%	74%	72%	41%	42%	246	41%	76%
SY 23-24	7%	0%	78%	72.6%	LCP Index		244	244	62.5%
					38%				
SY 22-23	10%	7%	81%	75%	36%		287	287	56%
SY 21-22	4%	1%	94%	55%	85%		321	321	72%

\*Year to date as of 1/27/26

Strategy & Impact	SY23-24 Fund	SY24-25 Fund
<p><b>Connected Schools Partnerships:</b> The Connected Schools Model is the DCPS version of a full-service community school. The model provides school communities with the necessary resources to address students' academic, behavioral, social-emotional, and attendance needs while also creating a supportive environment to provide resources for parents and families. Through 12 partnerships, Anacostia reached 100 students in SY23-24 and 98 students in SY24-25 (an average of 41%).</p>	Connected School's Central Budget	Investment in Schools Grant & Connected School's Central Budget
<p><b>Connected Schools Manager:</b> The Connected Schools model supported Anacostia by addressing both academic and non-academic barriers to student success through a whole-child approach. Built on best practices and strategic partnerships with community organizations and city agencies, this model strengthened the capacity to support students beyond the classroom. By integrating services such as mental health support, family engagement, attendance interventions, and college/career readiness, Connected Schools helps create a more equitable and responsive learning environment. During SY23-24 and SY24-25, the Connected Schools Manager developed community partnerships to enhance Anacostia, addressed student/family needs, and led family engagement efforts.</p>	Investment in Schools Grant	Investment in Schools Grant
<p><b>Family Engagement Leadership Team (FELT) Stipends:</b> The team sets a vision for effective family engagement, plans family engagement efforts, supports its implementation, collects and reflects on family engagement data, synthesizes learning, and continually thinks about improving the school's</p>	Investment in Schools Grant	Investment in Schools Grant



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<p>family engagement work. The FELT team led several workshops for parents to engage and build relationships. They also participated in professional learning sessions with other FELTs. On Panorama families consistently report Satisfaction (76% on average in SY24 and SY25) and improvement on the Insight sub question “Teachers at my school believe that every student can succeed when the needs of the whole child are met” (Spring 2024 at 65% and Spring 2025 at 71%).</p>		
<p><b>High Impact Tutoring (HIT) Manager:</b> Full time High Impact Tutoring (HIT) Manager in SY23-24 to support high-quality HIT implementation and increase the number of students receiving HIT.</p>	MOU with OSSE	N/A
<p><b>Dramatic Solutions:</b> In SY23-24 and SY24-25, the partner supported with developing several professional development opportunities that included mental health first aid training, instructional leadership coaching, and teacher training on essential strategies to improve instruction. The vendor was able to develop a wellness program for teachers and staff and implemented a wellness room and related practices.</p>	Investment in Schools Grant	Investment in Schools Grant
<p><b>New Tech Network:</b> In SY23-24, this partner provided continuation of STEAM implementation work for year 5. Leadership team and school team coaching workshops to support the implementation of the model.</p>	Investment in Schools Grant	N/A
<p><b>EdConnective:</b> In SY23-24, this partner provided professional development for teachers focused on classroom instruction. It was geared to equip teachers with new techniques to better engage students.</p>	Investment in Schools Grant	N/A
<p><b>SOUL:</b> In SY23-224, this partner supported in developing a schoolwide culture plan that focuses on building relationships, routines, and rituals. Provided students at all grade levels early college exposure opportunities in addition to NAF career pathways workshops and workforce development exposure and opportunities of pathway students and students interested in specific career pathways. This investment supported social-emotional learning, college and career pathways, and attendance initiatives. Positive trends were seen in student behavior and attendance, which contributed to a better learning environment.</p>	Investment in Schools Grant	N/A
<p><b>Access Youth:</b> In SY23-24 and SY24-25, students referred to Access Youth through the Truancy Prevention Program received targeted support to improve their In-Seat Attendance (ISA) and overall academic performance. Access Youth’s Restorative Justice in Schools Program provided early interventions to address common behaviors that often lead to suspension or arrest, such as fighting, bullying, and threats. This proactive approach helped keep students in class and focus on learning. Program Managers worked directly with Anacostia students to co-create manageable, individualized</p>	Investment in Schools Grant	Investment in Schools Grant

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<p>plans that include one-on-one or group coaching and life skills instruction. By fostering student agency and accountability, this partnership supported improved attendance, academic growth, and long-term behavior change. 95% of Access Youth students graduate or promote to the next grade level each year. 85% of Access Youth students exhibit increased pro-social behavior. Students in Access Youth Truancy Prevention program experience 20-25% fewer unexcused absences than their peers.</p>		
<p><b>7 Mindsets Academy:</b> In SY23-24, this partner was used school wide by teachers to provide a lens from which to enter the academic and SEL work. Base Education is a SEL program approved by CASEL that teaches students new skills to replace negative behaviors. 7 Mindsets provided Tier 2 and Tier 3 SEL supports using their BASE education module during SEL Fridays. Students were able to work through personalized pathways to support their social emotional and mental wellbeing. Limited progress was made with the 7 Mindsets program, largely due to challenges with computer access, which hindered its implementation.</p>	Investment in Schools Grant	N/A
<p><b>RISE:</b> High Impact Tutoring for school year 23-24; services directed to support students around PARCC and ACCESS performance.</p>	Investment in Schools Grant	N/A
<p><b>Lace's to Bow's:</b> In SY24-25, Lace's to Bow's empowered youth through workshops and programs focused on education, personal development, and self-esteem. Through gender-specific support and community-building, Laces to Bows fosters a greater sense of belonging, which helped reduce behavioral issues and improve student attendance.</p>	N/A	Investment in Schools Grant
<p><b>Words Beats and Life:</b> In SY24-25, this partnership integrated the arts into core subjects like ELA and Math to boost student engagement and deepen academic understanding. By combining project-based learning with creative, culturally relevant content, the program enhanced academic outcomes while also building students' critical thinking, collaboration, and problem-solving skills.</p>	N/A	Investment in Schools Grant
<p><b>Prism:</b> In SY24-25, Integrating Prism into the classroom provided 3D tools for math instruction, offering a dynamic approach to enhancing students' understanding and performance in mathematics. This interactive learning allowed students to manipulate and explore mathematical shapes and structures in three dimensions, making abstract concepts more tangible.</p>	N/A	Investment in Schools Grant
<p><b>Your Teacher Tutors:</b> In SY24-25, provided High Impact Tutoring and individualized instruction to students in math and ELA. Tutors were matched with individuals or a group based on student needs. Teachers infused social-emotional learning skills into instruction. Tutors provided families &amp; teachers</p>	N/A	Investment in Schools Grant



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with monthly progress reports to highlight students' strengths, areas of improvement, activities completed, standards addressed, assessment scores, and recommendations moving forward.

**Cluster Support Model (CSM):**

SY23-24: Cluster Support team members provided direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.

- **Intensive Supports (at least biweekly coaching visits):** Secondary ELA, Secondary Social Studies, Secondary Math, Secondary Science, MTSS, Data Supports, CSP/Continuous Improvement, Attendance, and Family & Community Engagement.
- **Moderate Supports (at least monthly coaching visits):** Special Education Inclusion and EdTech.
- **General Supports (coaching visits as needed and based on availability):** ESL Services, Special Education Accountability, Operations, and Learning & Development Sciences.

SY24-25: For information on how the Cluster Support Model was implemented across the agency in SY24-25, refer to the [SY24-25 Cluster Support Model](#) section of this document.

Anacostia received intensive support in the following areas by cycle:

- Cycle 1 (September 16-November 8, 2024): EdTech, Learning and Development Sciences, Secondary Social Studies, Special Education Accountability, School Data & Performance, Secondary Math, and Special Education Accountability
- Cycle 2 (November 18-January 24, 2025): Special Education Accountability, School Data & Performance, and Special Education Accountability
- Cycle 3 (February 3-March 28, 2025): MTSS, Attendance, Secondary ELA, Secondary Social Studies, Special Education Accountability, and School Data & Performance
- Cycle 4 (March 31-May 30, 2025): Attendance, Secondary ELA, Secondary Social Studies, and Special Education Accountability

**Ballou HS**

State Assessment Results		Attendance		Additional Data				
DC CAPE/ PARCC ELA	DC CAPE/ PARCC Math	Chronic Absenteeism	In-Seat Attendance	Safety and Belonging		Enrollment	CTE	ACGR
				Safety	Belonging			



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SY 25-26	Released Summer 2026	Released Summer 2026	73%*	76%*	52%	49%	252	35%	Released Winter 2026
SY 24-25	6%	1%	76%*	75%*	41%	42%	246	41%	76%
SY 23-24	8%	0%	82%	70.6%	<b>LCP Index</b>		244	45%	62.5%
SY 22-23	10%	0%	89%	78%	37%				
SY 21-22	6%	0%	97%	50%	37%		321	18%	72%

\*Year to date as of 1/27/26

Strategy & Impact	SY23-24 Fund	SY24-25 Fund
<p><b>Connected Schools Partnerships:</b> The Connected Schools Model is the DCPS version of a full-service community school. The model provides school communities with the necessary resources to address students' academic, behavioral, social-emotional, and attendance needs while also creating a supportive environment to provide resources for parents and families. Partnerships at Ballou in SY23-24 included tutoring, SEL curriculum support, professional development, an entrepreneurship partnership, restorative justice professional development, and meals for family engagement events. In SY24-25, partnerships at Ballou included SEL and restorative justice programming. Through 25 partnerships, Ballou reached an average of 208 students in SY24 and SY25 (an average of 70% of students).</p>	Connected School's Central Budget	Investment in Schools Grant & Connected School's Central Budget
<p><b>Connected Schools Manager:</b> The Connected Schools model supported Ballou in increasing family and community engagement by providing support and resources to the Ballou community. The Connected Schools Manager played a crucial role in coordinating various initiatives aimed at supporting students' needs. This included providing essential resources, such as uniforms and educational supplies, while also managing partnerships to offer academic support, particularly in ELA and math tutoring. Their work ensured that students received the necessary tools and assistance to succeed both inside and outside the classroom.</p>	Investment in Schools Grant	Investment in Schools Grant
<p><b>Family Engagement Leadership Team (FELT) Stipends:</b> FELT stipends were utilized to incentivize teachers and staff for their engagement with families and students to improve attendance. Family Engagement Leadership Team drives the whole-school family engagement strategy at Ballou. This initiative created a system of teacher leaders to build positive relationships with families and the community, which had an</p>	Investment in Schools Grant	Investment in Schools Grant

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<p>increase in attendance and re-enrollment. 1:1 relationship building strategies, like home visits, are also an evidence-based strategy for improving ELA. The leads planned engagement strategies and created a PTO to ensure families' voices were heard. On Panorama families consistently report Satisfaction (SY24 and SY25 at 75%) and improvement on the Insight sub question “Teachers at my school believe that every student can succeed when the needs of the whole child are met” (Spring 2024 at 59% and Spring 2025 at 74%).</p>		
<p><b>High Impact Tutoring (HIT) Manager:</b> Full time High Impact Tutoring (HIT) Manager in SY23-24 to support high-quality HIT implementation and increase the number of students receiving HIT. In SY24-25, Ballou did not have a HIT Manager. Ballou identified a HIT POC to oversee an OSSE provided HIT partnership.</p>	MOU with OSSE	OSSE Provider
<p><b>Dramatic Solutions:</b> In SY23-24, this partner was used to develop teacher leadership through professional development focused on culturally relevant teaching. This included training to create lessons that reflect students' diverse backgrounds and connect curriculum to real-life experiences. In SY24-25, the partner provided professional development to Admin, Culture and Climate Teams and Teachers on SEL best practices and activities. They also provided Curriculum Support training to all teachers and instructional staff.</p>	Investment in Schools Grant	Investment in Schools Grant
<p><b>SOUL:</b> In SY23-24, this partner supported in developing a schoolwide culture plan that focused on building relationships, routines, and rituals. They provided students at all grade levels early college exposure opportunities in addition to NAF career pathways workshops and workforce development exposure and opportunities of pathway students and students interested in specific career pathways. In SY24-25, the partner developed and implemented healing practices in collaboration with Ballou’s Administrative and Culture &amp; Climate Teams. The partner met with identified senior students and accomplished the assessment and implementation of a post-high school plan. They also conducted small group life skills workshops.</p>	Investment in Schools Grant	Investment in Schools Grant
<p><b>Raising a Village:</b> The partner provided 9<sup>th</sup> and 10<sup>th</sup> grade with High Impact Tutoring during SY23-24. Students were pulled during their lunch periods to participate in the “Lunch &amp; Learn” opportunity. The services were directed to support students around PARCC performance.</p>	Investment in Schools Grant	N/A
<p><b>EdConnective:</b> In SY23-24, this partner provided professional development for teachers focused on classroom instruction. It was geared to equip teachers with new techniques to better engage students.</p>	Investment in Schools Grant	N/A
<p><b>Your Teacher Tutor:</b> In SY24-25, this partner provided High Impact Tutoring and individualized instruction to students in math. Students participating in high-impact tutoring demonstrated measurable growth on unit assessments, with a noticeable reduction in the number of students scoring “below basic”. Teachers</p>	N/A	Investment in Schools Grant



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also reported increased student confidence and engagement as a direct result of the targeted math support.		
<b>IXL Learning:</b> In SY24-25, this partner provided intervention programming for Math and English. This provided students with evidence-based instruction.	N/A	Investment in Schools Grant
<p><b>Cluster Support Model (CSM):</b>  SY23-24: Cluster Support team members provided direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.</p> <ul style="list-style-type: none"> <li>• <b>Intensive Supports (at least biweekly coaching visits):</b> Secondary Social Studies, EdTech, Attendance, and Family &amp; Community Engagement.</li> <li>• <b>Moderate Supports (at least monthly coaching visits):</b> MTSS and Operations.</li> <li>• <b>General Supports (coaching visits as needed and based on availability):</b> Secondary ELA, Secondary Math, Secondary Science, ESL Services, Special Education Inclusion, Special Education Accountability, Data Supports, CSP/Continuous Improvement, and Learning and Development Science.</li> </ul> <p>SY24-25: SY24-25: For information on how the Cluster Support Model was implemented across the agency in SY24-25, refer to the <a href="#">SY24-25 Cluster Support Model</a> section of this document.</p> <p>Ballou received intensive support in the following areas by cycle:</p> <ul style="list-style-type: none"> <li>• Cycle 1 (September 16-November 8, 2024): Learning and Development Sciences, Special Education Accountability, School Data &amp; Performance, Secondary ELA, Secondary Math, Special Education Accountability, and Special Education Inclusion</li> <li>• Cycle 2 (November 18-January 24, 2025): EdTech, Special Education Accountability, School Data &amp; Performance, Secondary Math. and Special Education Accountability</li> <li>• Cycle 3 (February 3-March 28, 2025): Learning and Development Sciences, Attendance, Special Education Accountability, School Data &amp; Performance, and Secondary Math</li> <li>• Cycle 4 (March 31-May 30, 2025): Special Education Accountability and School Data &amp; Performance</li> </ul>		

**Cardozo EC**

<i>State Assessment Results</i>		<i>Attendance</i>		<i>Additional Data</i>		
DC CAPE/ PARCC ELA	DC CAPE/ PARCC Math	Chronic Absenteeism	In-Seat Attendance	Safety and Belonging	CTE	ACGR

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					Safety	Belonging		
SY 25-26	Released Summer 2026	Released Summer 2026	58%*	81%*	53%	52%	73%	Released Winter 2026
SY 24-25	15% (MS:13%) (HS: 13%)	2% (MS: 2%) (HS: 1%)	60%	80%	36%	36%	71%	71%
SY 23-24	11% (MS:8%) (HS: 13%)	2% (MS: 3%) (HS: 1%)	60%	78%	LCP Index		56%	72%
					30%			
SY 22-23	6% (MS: 12%) (HS: 2%)	1% (MS: 3%) (HS: 0%)	64%	77%	38%		55%	54%
SY 21-22	14% (MS: 15%) (HS: 12%)	4% (MS: 17%) (HS: 1%)	74%	69%	35%		52%	65%
<i>*Year to date as of 1/27/26</i>								

Strategy & Impact	SY23-24 Fund	SY24-25 Fund
<b>Connected Schools Partnerships:</b> The Connected Schools Model is the DCPS version of a full-service community school. The model provides school communities with the necessary resources to address students' academic, behavioral, social-emotional, and attendance needs while also creating a supportive environment to provide resources for parents and families. Partner with the community to provide an integrated approach to academics, health and social services, youth and community development, and community engagement. In SY23-24 partnerships included academic enrichment/tutoring, mental health programming, SEL support, meals for family events, college tours, and student leadership experiences. In SY24-25 partnerships included transportation for family engagements, and place-based partnerships. Through 27 partnerships, Cardozo reached 448 students in SY24 (63.5%) and 504 students in SY25 (71.1%).	DC + XQ Grant	DC + XQ Grant
<b>Connected Schools Manager:</b> The full-time Connected Schools Manager served as a member of the school leadership team and strategically aligned resources with Cardozo's needs. The Manager led school-wide	DC + XQ Grant	DC + XQ Grant

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<p>implementation of the Connected Schools Model at Cardozo. This included, but was not limited to, developing and facilitating school-wide family relationship building and communication strategies, assessing and managing multiple school partners to provide a diverse range of support and opportunities for students and families in a coordinated, high-quality manner, progress monitoring core outcomes for student and family engagement, and establishing referral processes to meet family basic needs.</p>		
<p><b>Family Engagement Leadership Team (FELT) Stipends:</b> The Family Engagement Leadership Team participated in a professional learning community to build relationships among the team and to bring a data and outcome-driven approach to family engagement strategies. The Family Engagement Leadership Team led the whole-school family engagement strategy at Cardozo. These leaders brought a data and outcome-driven approach to family engagement strategies and academic partnering between teachers and families. On Panorama families consistently report Satisfaction (SY24 at 77% and SY25 at 78%) and improvement on the Insight sub question “Teachers at my school believe that every student can succeed when the needs of the whole child are met” (Spring 2024 at 55% and Spring 2025 at 61%).</p>	DC + XQ Grant	Investment in Schools Grant
<p><b>High Impact Tutoring (HIT) Manager:</b> Full time High Impact Tutoring (HIT) Manager in SY23-24 and SY24-25 to support high-quality HIT implementation and increase the number of students receiving HIT.</p>	MOU with OSSE	School’s Budget
<p><b>Music and Me Partnership:</b> In SY23-24, this partner provided arts programming. The partner used creative arts as the foundational medium to target success in the academic community through tutoring and mentorship. All programs were designed to develop the mind, body and spirit of youth. They placed a strong emphasis on language development through the arts for students who are English language learners.</p>	Investment in Schools Grant	N/A
<p><b>Words Beats and Life:</b> In SY23-24, this partner provided instruction focused on the arts. Student choice in class offerings that were focused on student selected course offerings. This partnership promoted wellness and empowerment to increase students' desires to attend school and reduce chronic absenteeism and improve fluency development of English language learners.</p>	Investment in Schools Grant	N/A
<p><b>GO Foundation:</b> This partner provided High Impact Tutoring in SY23-24 and SY24-25. The services were directed to support students around PARCC and ACCESS performance. The partnership included two second-year fellows that provided daily, small-group academic support to middle and high school students, helping to accelerate learning and close achievement gaps. Students received personalized attention that addressed skill gaps, reinforced core content, and promoted academic growth.</p>	Investment in Schools Grant	Investment in Schools Grant
<p><b>EdConnective:</b> In SY23-24, this partner provided professional development for teachers focused on classroom instruction. It was geared to equip teachers with new techniques to better engage students.</p>	Investment in Schools Grant	N/A

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<b>Relay:</b> In SY23-24, this partner provided professional development for staff to increase their skills in core practices. The goal was to improve student achievement through research-backed, practice-based professional development, onsite and virtual coaching.	Investment in Schools Grant	N/A
<b>International Network of Public Schools:</b> In SY24-25, this partner provided professional development services, including leadership coaching, instructional coaching, and two customized workshops. This supported the implementation of Project SOARing practices to strengthen instruction for English Learners, particularly those at EL levels 1–3.	N/A	Investment in Schools Grant
<p><b>Cluster Support Model (CSM):</b>            SY23-24: Cluster Support team members provided direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.</p> <ul style="list-style-type: none"> <li>• <b>Intensive Supports (at least biweekly coaching visits):</b> Secondary ELA, Secondary Social Studies, Secondary Science, ESL Services, MTSS, EdTech, Data Supports, and Attendance.</li> <li>• <b>Moderate Supports (at least monthly coaching visits):</b> Secondary Math, Special Education Inclusion, Special Education Accountability, CSP/Continuous Improvement, and Family &amp; Community Engagement.</li> <li>• <b>General Supports (coaching visits as needed and based on availability):</b> Operations and Learning &amp; Development Sciences.</li> </ul> <p>SY24-25: SY24-25: For information on how the Cluster Support Model was implemented across the agency in SY24-25, refer to the <a href="#">SY24-25 Cluster Support Model</a> section of this document.</p> <p>Cardozo received intensive support in the following areas by cycle:</p> <ul style="list-style-type: none"> <li>• Cycle 1 (September 16-November 8, 2024): Learning and Development Sciences, School Data &amp; Performance, Attendance, ESL Services, MTSS, Secondary ELA, and Secondary Science</li> <li>• Cycle 2 (November 18-January 24, 2025): Learning and Development Sciences, School Data &amp; Performance, and ESL Services</li> <li>• Cycle 3 (February 3-March 28, 2025): Learning and Development Sciences, School Data &amp; Performance, Attendance, ESL Services, and Secondary Math</li> <li>• Cycle 4 (March 31-May 30, 2025): Attendance, ESL Services, MTSS, and Secondary Math</li> </ul>		

### Eliot-Hine MS

Eliot-Hine						
State Assessment Results			Attendance		Additional Data	
				In-Seat Attendance	Safety and Belonging	Enrollment

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	DC CAPE/ PARCC ELA	DC CAPE/ PARCC Math	Chronic Absenteeism		Safety	Belonging	
SY 25-26	Released Summer 2026	Released Summer 2026	33%*	91%*	43%	45%	512
SY 24-25	18%	3%	34%	91%	28%	37%	432
SY 23-24	35%	17%	33%	90%	<b>LCP Index</b>		374
SY 22-23	34%	16%	40%	84%	32%		
SY 21-22	27%	9%	47%	84%	27%		317

\*Year to date as of 1/27/26

Strategy & Impact	SY23-24 Fund	SY24-25 Fund
<p><b>Connected Schools Partnerships:</b> The Connected Schools Model is the DCPS version of a full-service community school. The model provides school communities with the necessary resources to address students' academic, behavioral, social-emotional, and attendance needs while also creating a supportive environment to provide resources for parents and families. In SY23-24, partnerships included culinary programming, school climate support, academic enrichment/tutoring, mental health, and SEL programming, wellness &amp; executive functioning, family engagement, and meals for family engagements. In SY24-25, partnerships provided school wide initiatives focused on social emotional learning, building positive school climate, and addressing student mental health throughout the summer. In SY24-25, partners at Eliot-Hine MS served 31.3% of the student body.</p>	Connected School's Central Budget	Connected School's Central Budget
<p><b>Connected Schools Manager:</b> In SY23-24 and SY24-25, the Connected Schools Manager supported Eliot-Hine by addressing both academic and non-academic barriers to student success through a whole-child approach. Built on best practices and strategic partnerships with community organizations and city agencies, this model strengthened the capacity to support students beyond the classroom. By integrating services such as mental health support, family engagement, attendance interventions, and college/career readiness, Connected Schools helps create a more equitable and responsive learning environment.</p>	Investment in Schools Grant	Connected School's Central Budget
<p><b>High Impact Tutoring (HIT) Manager:</b> Full time High Impact Tutoring (HIT) Manager in SY23-24 to support high-quality HIT implementation and increase the number of students receiving HIT. In SY24-25, Sousa did not have a HIT Manager. Instead, they identified a HIT POC.</p>	MOU with OSSE	N/A

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<b>EdConnective:</b> In SY23-24, this partner provided professional development for teachers focused on classroom instruction. It was geared to equip teachers with new techniques to better engage students.	Investment in Schools Grant	N/A
<p><b>Cluster Support Model (CSM):</b>          SY23-24: Cluster Support team members provided direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.</p> <ul style="list-style-type: none"> <li>• <b>Intensive Supports (at least biweekly coaching visits):</b> Secondary Math and Special Education Accountability.</li> <li>• <b>Moderate Supports (at least monthly coaching visits):</b> Secondary Science, Special Education Inclusion, MTSS, Data Supports, Attendance, Family &amp; Community Engagement, and Learning &amp; Development Sciences.</li> <li>• <b>General Supports (coaching visits as needed and based on availability):</b> Secondary ELA, Secondary Social Studies, ESL Services, EdTech, CSP/Continuous Improvement, and Operations.</li> </ul> <p>SY24-25: For information on how the Cluster Support Model was implemented across the agency in SY24-25, refer to the <a href="#">SY24-25 Cluster Support Model</a> section of this document.</p> <p>Eliot-Hine received intensive support in the following areas by cycle:</p> <ul style="list-style-type: none"> <li>• Cycle 3 (February 3-March 28, 2025): Secondary Science</li> </ul>		

### Ketcham ES

State Assessment Results			Attendance		Additional Data		
	DC CAPE/ PARCC ELA	DC CAPE/ PARCC Math	Chronic Absenteeism	In-Seat Attendance	Safety and Belonging		Enrollment
					Safety	Belonging	
SY 25-26	Released Summer 2026	Released Summer 2026	46%*	88%*	44%	58%	244
SY 24-25	9%	4%	53%	87%	11%	46%	244
SY 23-24	10%	2%	50%	87%	LCP Index		250
SY 22-23	23%	9%	61%	86%	25%		
SY 21-22	19%	6%	Data Needed	Data Needed	57%		283

\*Year to date as of 1/27/26

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Ketcham was designated as a Comprehensive Support and Improvement (CSI) school in December 2024. The Office of School Improvement and Supports did not receive funding for targeted partnerships in SY23-24.

Strategy & Impact	SY24-25 Fund
<p><b>The Math Learning Center:</b> In SY24-25, the partner provided a professional development workshop for 1 in-person teacher. The Math Learning Team trained this teacher to apply what they learned in the PD sessions for Bridges to their own classroom. The teacher learned about the features of Bridges Intervention and their alignment with research from the fields of disability studies and mathematics education. They also learned about the concepts, models, and strategies found in the nine volumes of Bridges Intervention, the role visual models play in Bridges Intervention, learned to administer and interpret Bridges Intervention placement assessments, used progress monitoring tools, and scoring guides and teach and experience a module and session from Bridges Intervention.</p>	<p>Investment in Schools Grant</p>
<p><b>Didax Incorporated:</b> In SY24-25, Ketcham invested in interlocking fraction cubes to provide hands-on materials to conceptually understand fractions, fraction relationships, and equivalences. The fraction pieces were ordered for all 3-5 Grade students to use. Interlocking fraction blocks, like fraction strips, fraction circles, and fraction towers, are valuable tools for teaching fractions because they provide a concrete and visual representation of fraction concepts, helping students understand fractions as parts of a whole, equivalent fractions, and operations like addition and subtraction. These manipulatives allowed students to physically compare and manipulate fractions, making the abstract concept of fractions more tangible and easier to grasp.</p>	<p>Investment in Schools Grant</p>
<p><b>Cluster Support Model (CSM):</b>            SY23-24: Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.</p> <ul style="list-style-type: none"> <li>• <b>Intensive Supports (at least biweekly coaching visits):</b> Elementary Math &amp; Science, Early Childhood Education, and Operations.</li> <li>• <b>Moderate Supports (at least monthly coaching visits):</b> Elementary ELA &amp; Social Studies, Special Education Inclusion, EdTech, Attendance, and Family &amp; Community Engagement.</li> <li>• <b>General Supports (coaching visits as needed and based on availability):</b> ESL Services, Special Education Accountability, MTSS, Data Supports, and CSP/Continuous Improvement.</li> </ul> <p>SY24-25: SY24-25: For information on how the Cluster Support Model was implemented across the agency in SY24-25, refer to the <a href="#">SY24-25 Cluster Support Model</a> section of this document.</p> <p>Ketcham received intensive support in the following areas by cycle:</p> <ul style="list-style-type: none"> <li>• Cycle 1 (September 16-November 8, 2024): Elementary ELA &amp; Social Studies, MTSS, Elementary Math &amp; Science, and School Data &amp; Performance</li> </ul>	

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- Cycle 2 (November 18-January 24, 2025): MTSS
- Cycle 3 (February 3-March 28, 2025): Attendance, Elementary ELA & Social Studies, Elementary Math & Science, and School Data & Performance
- Cycle 4 (March 31-May 30, 2025): Attendance, Elementary ELA & Social Studies, MTSS, and Special Education Inclusion

### Langley ES

State Assessment Results			Attendance		Additional Data		
	DC CAPE/ PARCC ELA	DC CAPE/ PARCC Math	Chronic Absenteeism	In-Seat Attendance	Safety and Belonging		Enrollment
					Safety	Belonging	
SY 25-26	Released Summer 2026	Released Summer 2026	28%*	91%*	48%	53%	318
SY 24-25	18%	9%	35%	91%	17%	53%	348
SY 23-24	11%	8%	38%	88%	LCP Index		348
					39%		
SY 22-23	17%	10%	50%	87%	40%		338
SY 21-22	10%	5%	38%	87%	62%		303

*\*Year to date as of 1/27/26*

Strategy & Impact	SY23-24 Fund	SY24-25 Fund
<p><b>Connected Schools Partnerships:</b> The Connected Schools Model is the DCPS version of a full-service community school. The model provides school communities with the necessary resources to address students' academic, behavioral, social-emotional, and attendance needs while also creating a supportive environment to provide resources for parents and families. In SY23-24, partnerships included enrichment programming, food education programming, food security, and meals for family engagements. In SY 23-24, Langley ES saw a 2% increase in ISA, and an 11% decrease in chronic absenteeism; these changes in attendance are to be expected in the midterm with implementation of Connected School services. In SY24-25,</p>	Connected School's Central Budget	Connected School's Central Budget

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<p>partnerships included enrichment programming, school culture support &amp; training, and arts integration for SPED.</p>		
<p><b>Connected Schools Manager:</b> The full-time Connected Schools Manager served as a member of the school leadership team and strategically aligned resources with Langley's needs. The Manager led school-wide implementation of the Connected Schools Model at Langley. This included, but was not limited to, developing and facilitating school-wide family relationship building and communication strategies, assessing and managing multiple school partners to provide a diverse range of support and opportunities for students and families in a coordinated, high-quality manner, progress monitoring core outcomes for student and family engagement, and establishing referral processes to meet family basic needs. Through the work of the CSM, Langley was able to expand to 16 partner providers by Spring 2023 from a low of 11 at the start of Connected Schools.</p>	<p>Investment in Schools Grant</p>	<p>Connected School's Central Budget</p>
<p><b>Family Engagement Leadership Team (FELT) Stipends:</b> The team set a vision for effective family engagement, planned family engagement efforts, supported its implementation, collected and reflected on family engagement data, synthesized learning, and continually thinks about improving the school's family engagement work. In SY23-24, Langley ES, saw a dramatic increase on the Insight survey in on the question "Leaders at my school set clear expectations for family and community engagement." from 22% in Spring 2023 to 60% in Spring 2024.</p>	<p>Investment in Schools Grant</p>	<p>Investment in Schools Grant</p>
<p><b>High Impact Tutoring (HIT) Manager:</b> Full time High Impact Tutoring (HIT) Manager in SY23-24 to support high-quality HIT implementation and increase the number of students receiving HIT. In SY24-25, Langley did not have a HIT Manager. Instead, they identified a HIT POC.</p>	<p>MOU with OSSE</p>	<p>N/A</p>
<p><b>Magnetic Reading Kits and Curriculum Supplies:</b> In SY23-24, these items were utilized for needs based small group interventions with students who are well below proficiency and those with disabilities and English as a second language.</p>	<p>Investment in Schools Grant</p>	<p>N/A</p>
<p><b>Words Beats and Life:</b> In SY23-24, this partner provided instruction focused on the arts. Student choice in class offerings allowed students to choose areas they were passionate about, which not only fostered creativity but also encouraged self-expression and personal growth.</p>	<p>Investment in Schools Grant</p>	<p>N/A</p>
<p><b>11:11 Wellness:</b> In SY23-24, this partner provided custom wellness consulting services that included developing and implementing surveys, analyzing data, and creating programs for school administrators. They also provided small group training for wellness teams, focusing on trauma-informed practices, resilience skills, and fostering whole school cultures of care. Additionally, they organized wellness retreats and ongoing programming to support collective care and user-centered design planning.</p>	<p>Investment in Schools Grant</p>	<p>N/A</p>

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<p><b>Innovative Schools Summit:</b> In SY23-24, staff members attended the Innovative Schools Summit. This conference was focused on overcoming learning loss, supporting all students, and engaging learners for success.</p>	Investment in Schools Grant	N/A
<p><b>United National Conference on School Leadership:</b> In SY23-24, this conference provided the Principal and Assistant Principal with an opportunity to gain new leadership strategies and insights and amplify their collective voices for greater impact.</p>	Investment in Schools Grant	N/A
<p><b>Inspira Dance Classes:</b> In SY23-24, this partner engaged with students and staff for summer events, pre-service week, and classes during the start of the school year. These classes were used to increase student attendance by offering new opportunities at the school.</p>	Investment in Schools Grant	N/A
<p><b>Literacy Architects:</b> In SY24-25, this partner provided a comprehensive professional development program for English Language Arts teachers focused on evidence-based literacy instruction. The program included structured training workshops, coaching cycles, and collaborative learning communities aimed at strengthening teachers' capacity to deliver effective reading and writing instruction. Teachers developed expertise in phonics instruction, reading comprehension strategies, writing process methods, differentiated literacy instruction, and assessment techniques to identify and address student learning gaps. The training series incorporated both foundational literacy science and practical classroom applications with demonstration lessons, modeling, and guided practice.</p>	N/A	Investment in Schools Grant
<p><b>Great Minds:</b> In SY24-25, this partner provided teachers, math coach, and admin team with Eureka Math<sup>2</sup> professional development and coaching, through strategic observation, helped leaders develop effective ways to support, understand, and evaluate day-to-day classroom practices. The coaches worked with school leaders to develop an understanding of the Eureka Math<sup>2</sup> protocols that supported teacher planning and preparation. The coaches also supported content study, lesson preparation, and student work analysis.</p>	N/A	Investment in Schools Grant
<p><b>Cluster Support Model (CSM):</b>          SY23-24: Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.</p> <ul style="list-style-type: none"> <li>• <b>Intensive Supports (at least biweekly coaching visits):</b> Early Childhood Education, MTSS, Data Supports, Attendance, and Family &amp; Community Engagement.</li> <li>• <b>Moderate Supports (at least monthly coaching visits):</b> Elementary ELA &amp; Social Studies, Elementary Math &amp; Science, ESL Services, Special Education Inclusion, Special Education Accountability, EdTech, CSP/Continuous Improvement, and Operations.</li> <li>• <b>General Supports (coaching visits as needed and based on availability):</b> Learning &amp; Development Sciences.</li> </ul>		

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SY24-25: SY24-25: For information on how the Cluster Support Model was implemented across the agency in SY24-25, refer to the [SY24-25 Cluster Support Model](#) section of this document.

Langley received intensive support in the following areas by cycle:

- Cycle 1 (September 16-November 8, 2024): MTSS, ESL Services, and Special Education Accountability
- Cycle 2 (November 18-January 24, 2025): MTSS
- Cycle 3 (February 3-March 28, 2025): Elementary Math & Science, Elementary ELA & Social Studies, and School Data & Performance
- Cycle 4 (March 31-May 30, 2025): Elementary Math & Science and MTSS

### Johnson MS

State Assessment Results			Attendance		Additional Data		
	DC CAPE/ PARCC ELA	DC CAPE/ PARCC Math	Chronic Absenteeism	In-Seat Attendance	Safety and Belonging		Enrollment
					Safety	Belonging	
SY 25-26	Released Summer 2026	Released Summer 2026	31%*	91%*	59%	66%	297
SY 24-25	13%	1%	45%	88%	53%	64%	307
SY 23-24	13%	1%	41%	89%	LCP Index		297
					68%		
SY 22-23	10%	3%	54%	91%	58%		298
SY 21-22	6%	1%	57%	85%	38%		318

\*Year to date as of 1/27/26

Strategy & Impact	SY23-24 Fund	SY24-25 Fund
<b>Connected Schools Partnerships:</b> The Connected Schools Model is the DCPS version of a full-service community school. The model provides school communities with the necessary resources to address students' academic, behavioral, social-emotional, and attendance needs while also creating a supportive environment to provide resources for parents and families. 84% of our Johnson students were connected to a partner. Adults also had access to mental health support through this model and families received wrap	Connected School's Central Budget	Connected School's Central Budget



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<p>around supports from partners. In SY23-24, partnerships included arts programming, academic enrichment/tutoring, meals for family engagements, Food security, and field trips. In SY24-25, partnerships included tutoring and arts programming. In SY23-24, Johnson served 96% of the student body through partnership programming and services. Due to fiscal constraints of partners, 86% of students were served in SY24-25, which is still 11% higher than the students served goal for Connected Schools (75%).</p>		
<p><b>Connected Schools Manager:</b> The full-time Connected Schools Manager served as a member of the school leadership team and strategically aligned resources with Johnson's needs. The Manager led school-wide implementation of the Connected Schools Model at Johnson. This included, but was not limited to, developing and facilitating school-wide family relationship building and communication strategies, assessing and managing multiple school partners to provide a diverse range of support and opportunities for students and families in a coordinated, high-quality manner, progress monitoring core outcomes for student and family engagement, and establishing referral processes to meet family basic needs.</p>	<p>Community School Incentive Initiative (CSII) grant</p>	<p>Community School Incentive Initiative (CSII) grant</p>
<p><b>Family Engagement Leadership Team (FELT) Stipends:</b> The team set a vision for effective family engagement, planned family engagement efforts, supported its implementation, collected and reflected on family engagement data, synthesized learning, and continually thinks about improving the school's family engagement work. Johnson saw an increase in Family communication by 2% to 78% as measured by the Spring Panorama survey in SY23-24. Staff members engaged in yearlong PD and were at the forefront of gathering family input and revising our family communication strategy. Additionally, Johnson MS scored 5% higher (95%) than the district secondary average (90%) for the question 'My family feels welcome at my school.' on the Student Panorama Survey.</p>	<p>Investment in Schools Grant</p>	<p>N/A</p>
<p><b>High Impact Tutoring (HIT) Manager:</b> Full time High Impact Tutoring (HIT) Manager in SY23-24 to support high-quality HIT implementation and increase the number of students receiving HIT. In SY24-25, Johnson did not have a HIT Manager. Ballou identified a HIT POC to oversee an OSSE provided HIT partnership and HIT provided through a City Schools contract.</p>	<p>MOU with OSSE</p>	<p>OSSE Provider &amp; a City Schools Contract</p>
<p><b>Cast Inc:</b> In SY23-24, Johnson engaged in four full-day and several consultation sessions with CAST and Novak Education for UDL training. All teachers choose one UDL year-long virtual pd-series. Evaluations from the CAST training have been positive, with 87% of respondents reporting the training supported their development.</p>	<p>Investment in Schools Grant</p>	<p>N/A</p>
<p><b>Access Youth:</b> In SY23-24, this partner provided tier 2 support for students that struggle with attendance. These supports included partnering with the families, attendance education for stakeholders, and providing student incentives. With the support of Johnson's attendance partners, they saw a 2.5% increase in ISA and a 12% decrease in chronic absenteeism.</p>	<p>Investment in Schools Grant</p>	<p>N/A</p>

## Pre-Hearing POH Questions FY26

<p><b>Raising a Village:</b> In SY23-24, this partner provided High Impact Tutoring. Services were directed to support students around PARCC performance. With the support of this partner, Johnson saw a 3% increase in ELA proficiency. Tutors pushed into classrooms to provide tutoring support during the in-school intervention block.</p>	Investment in Schools Grant	N/A
<p><b>American Educational Research Association (AERA) Conference:</b> Provided the school Principal access to evidence-based research practices to develop culturally relevant teachers. In SY23-24, teachers were engaged in a book study using the text Educating African American Students.</p>	Investment in Schools Grant	N/A
<p><b>National Council of Teachers of Mathematics (NCTM):</b> In SY23-24, the NCTM conference supported math teachers by offering them opportunities to deepen their instructional practice and learn innovative strategies for teaching math. Through workshops, sessions, and collaborative discussions, teachers were exposed to cutting-edge methodologies, tools, and resources that could be directly applied to their classrooms. This professional development opportunity not only enhanced their content knowledge but also equipped them with new techniques to better engage students and improve their understanding of mathematical concepts. The math teachers that attended shared the strategies they learned for small group instruction. This was evident in the launch of small groups in math class. Johnson saw a decrease of 5% of level one students and a 2% increase in level 3 students.</p>	Investment in Schools Grant	N/A
<p><b>Lit Con:</b> In SY23-24, this conference supported reading teachers in their ability to provide reading instruction. This supported academic achievement. Provided teachers with meaningful professional development support for teacher retention and student academic achievement. The ELA team attended and shared that they learned strategies to support student growth, decreasing level ones by 5% and a 3% gain in proficiency.</p>	Investment in Schools Grant	N/A
<p><b>Innovative Schools Summit:</b> In SY23-24, staff attended this summit where they learned innovative research-based practices that included trauma informed practices, leadership development and school cultures. This supported academic achievement in math and ELA, attendance, and enrollment. The team that attended this conference returned with restorative justice practices, classroom discourse practices, and SEL practices.</p>	Investment in Schools Grant	N/A
<p><b>Step Afrika, Drama Docs, MedStar, and Equitable Ink:</b> In SY23-24, these SEL partners helped engage students in restorative practice team building and providing professional development to the leadership and dean teams. They gave the school tools to create a restorative environment leading to a greater sense of belonging and student attendance.</p>	Investment in Schools Grant	N/A
<p><b>Black Math Genius:</b> In SY24-25, this partner supported developing teachers' capacity to provide culturally relevant instruction. Black Math Genius hosted a parent math night to support families in understanding and supporting their students in math.</p>	N/A	Investment in Schools Grant

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#### Cluster Support Model (CSM):

SY23-24: Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.

- **Intensive Supports (at least biweekly coaching visits):** Secondary ELA, Secondary Social Studies, Secondary Math, Secondary Science, Special Education Inclusion, Special Education Accountability, EdTech, Data Supports, CSP/Continuous Improvement, Attendance, Operations, and Learning & Development Sciences.
- **General Supports (coaching visits as needed and based on availability):** ESL Services, MTSS, and Family & Community Engagement.

SY24-25: SY24-25: For information on how the Cluster Support Model was implemented across the agency in SY24-25, refer to the [SY24-25 Cluster Support Model](#) section of this document.

Johnson received intensive support in the following areas by cycle:

- Cycle 1 (September 16-November 8, 2024): School Data & Performance, MTSS, Secondary ELA, Secondary Math, Secondary Science, Secondary Social Studies, and Special Education Accountability
- Cycle 2 (November 18-January 24, 2025): MTSS, Secondary Math, and Secondary Social Studies
- Cycle 3 (February 3-March 28, 2025): Attendance and Secondary Math
- Cycle 4 (March 31-May 30, 2025): School Data & Performance

#### Kelly Miller MS

State Assessment Results			Attendance		Additional Data		
	DC CAPE/ PARCC ELA	DC CAPE/ PARCC Math	Chronic Absenteeism	In-Seat Attendance	Safety and Belonging		Enrollment
					Safety	Belonging	
SY 25-26	Released Summer 2026	Released Summer 2026	52%*	85%*	59%	63%	307
SY 24-25	17%	7%	40%*	88%*	39%	51%	315
SY 23-24	17%	4%	47%	86%	LCP Index		289
SY 22-23	19%	3%	61%	88%	50%		
SY 21-22	13%	2%	82%	77%	27%		351
					36%		400

## Pre-Hearing POH Questions FY26

\*Year to date as of 1/27/26

Strategy & Impact	SY23-24 Fund	SY24-25 Fund
<p><b>Connected Schools Partnerships:</b> The Connected Schools Model is the DCPS version of a full-service community school. The model provides school communities with the necessary resources to address students' academic, behavioral, social-emotional, and attendance needs while also creating a supportive environment to provide resources for parents and families. In SY23-24, partnerships included academic enrichment/tutoring, online student programs, iReady, food security, meals for family engagements, and SEL programming. In SY24-25, partnerships included academic enrichment/tutoring. In SY4-25, Kelly Miller MS served 89.52% of the student population through partner programming and services.</p>	Connected School's Central Budget & Department of Education Grant	Connected School's Central Budget
<p><b>Connected Schools Manager:</b> The full-time Connected Schools Manager served as a member of the school leadership team and strategically aligned resources with Kelly Miller's needs. The Manager led school-wide implementation of the Connected Schools Model at Kelly Miller. This included, but was not limited to, developing and facilitating school-wide family relationship building and communication strategies, assessing and managing multiple school partners to provide a diverse range of support and opportunities for students and families in a coordinated, high-quality manner, progress monitoring core outcomes for student and family engagement, and establishing referral processes to meet family basic needs.</p>	Department of Education Grant	Investment in Schools Grant
<p><b>Family Engagement Leadership Team (FELT) Stipends:</b> The team set a vision for effective family engagement, planned family engagement efforts, supported its implementation, collected and reflected on family engagement data, synthesized learning, and continually thinks about improving the school's family engagement work. From Spring 2023 to Spring 2025, Kelly Miller MS saw an 11% increase in Parent Satisfaction on the Panorama Survey, from 65% to 76%.</p>	Investment in Schools Grant	Investment in Schools Grant
<p><b>High Impact Tutoring (HIT) Manager:</b> Full time High Impact Tutoring (HIT) Manager in SY23-24 and SY24-25 to support high-quality HIT implementation and increase the number of students receiving HIT.</p>	MOU with OSSE	School's Budget
<p><b>School Counselor:</b> This position implemented the attendance intervention and SEL support for students in grades 6-8 in SY24-25.</p>	N/A	Investment in Schools Grant
<p><b>Ron Clark Conference:</b> In SY23-24, teachers and support staff attended the Ron Clark Conference to have an interactive learning experience where they observed classes and participated in the learning process. During the professional development opportunity, staff learned how to transform a school environment, create a sense of belonging for all students, create a passion for learning, foster authentic relationships, and encourage academic excellence.</p>	Investment in Schools Grant	N/A

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<p><b>Equity Matters:</b> In SY23-24, this partner led data informed professional development with the administration, leadership, and four teachers in the building. Equity Matters helped shift the mindset of adults in the building, and two of the teachers supported through professional development throughout the year ended the year with highest scores on ELA DC-CAPE in the building.</p>	Investment in Schools Grant	N/A
<p><b>Stipends for ELA/Math Teachers:</b> In SY23-24, teachers completed unit planning over the summer in the efforts to internalize the lesson, de-compose standards, and create lessons based upon EOY Data. The stipends paid for teachers to attend during their summer break.</p>	Investment in Schools Grant	N/A
<p><b>PBIS Rewards System:</b> In SY23-24, Kelly Miller used this partner to reward students for displaying positive behaviors. It was also used to analyze behavior referrals and determine the next steps as it pertains to social and emotional learning and allowed students to monitor their progress.</p>	Investment in Schools Grant	N/A
<p><b>City Year:</b> In SY24-25, this partner provided small group tutoring to students who were grade levels behind in ELA and Math. The partnership provided teachers with additional support and helped with achieving the PARCC ELA and Math goals in the School Improvement Plan. The HIT Manager and Instructional coaches worked with Kelly Miller WTU members and City Year for all grades 6-8 to unit plan and to internalize the standards.</p>	N/A	Investment in Schools Grant
<p><b>Cluster Support Model (CSM):</b>          SY23-24: Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.</p> <ul style="list-style-type: none"> <li>• <b>Intensive Supports (at least biweekly coaching visits):</b> Secondary Math, Special Education Inclusion, MTSS, Data Supports, CSP/Continuous Improvement, Attendance, and Learning &amp; Development Sciences.</li> <li>• <b>Moderate Supports (at least monthly coaching visits):</b> Secondary Social Studies, Secondary Science, and Family &amp; Community Engagement.</li> <li>• <b>General Supports (coaching visits as needed and based on availability):</b> Secondary ELA, ESL Services, Special Education Accountability, EdTech, and Operations.</li> </ul> <p>SY24-25: SY24-25: For information on how the Cluster Support Model was implemented across the agency in SY24-25, refer to the <a href="#">SY24-25 Cluster Support Model</a> section of this document.</p> <p>Kelly Miller received intensive support in the following areas by cycle:</p> <ul style="list-style-type: none"> <li>• Cycle 1 (September 16-November 8, 2024): MTSS, School Data &amp; Performance, Secondary Science, and Secondary Social Studies</li> <li>• Cycle 2 (November 18-January 24, 2025): ESL Services, Secondary ELA, MTSS, Secondary Math, Secondary Social Studies, and Special Education Accountability</li> <li>• Cycle 3 (February 3-March 28, 2025): ESL Services, Secondary ELA, and Special Education Accountability</li> </ul>		

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- Cycle 4 (March 31-May 30, 2025): ESL Services and Secondary ELA

## King ES

State Assessment Results			Attendance		Additional Data		
	DC CAPE/ PARCC ELA	DC CAPE/ PARCC Math	Chronic Absenteeism	In-Seat Attendance	Safety and Belonging		Enrollment
					Safety	Belonging	
SY 25-26	Released Summer 2026	Released Summer 2026	39%*	89%*	68%	75%	139
SY 24-25	13%	11%	55%	86%	21%	63%	193
SY 23-24	24%	9%	61%	84%	LCP Index		202
					54%		
SY 22-23	9%	8%	64%	61%	54%		226
SY 21-22	9%	3%	69%	83%	51%		223

\*Year to date as of 1/27/26

Strategy & Impact	SY23-24 Fund	SY24-25 Fund
<b>Innovative Schools Summit:</b> In SY23-24, this summit provided the Culture and Climate team with professional development to help them create and implement sustainable programming for students and staff. The Innovative Schools Summit was utilized to support Tier 1 instruction. As a result of participation in the Summit, King saw an increase in student engagement, teachers and students building authentic relationships, and an increase in students feeling a sense of belonging at school.	Investment in Schools Grant	N/A
<b>Teachstone Training:</b> In SY23-24, this partner was utilized to provide professional development to staff to improve their overall knowledge of early childhood practices with a focus on Emotional Support, Classroom Organization, and Instructional Support. As a result of King's participation in the training, the 2024 CLASS scores at King outpaced the OSSE average for Emotional Support and Instructional Support.	Investment in Schools Grant	N/A
<b>Dramatic Solutions:</b> In SY23-24, this partner was utilized to ground teachers and staff in a shared school vision and mission. The training assisted teachers with building professional relationships, exploring and	Investment in Schools Grant	Investment in Schools Grant

### Pre-Hearing POH Questions FY26

<p>applying a variety of communication styles, how to effectively collaborate with colleagues, and strategies for motivating challenging team members. In SY24-25, this parter was used to support team building and create a cohesive team to implement the mission and vision for King. Teachers received professional development to reflect on the goals from the school year and plan for the upcoming school year.</p>		
<p><b>Instructional Books:</b> In SY23-24, King purchased instructional books for literacy (ELA) aligned to the standards being taught through DCPS' Passport to Learning. The books were used to help children develop comprehension skills, improve their language skills, and expand their vocabulary. The books also increased the enjoyment of reading for many students. The text was implemented in grades 3-5 and students on all grade levels showed an increase in proficiency.</p>	Investment in Schools Grant	N/A
<p><b>Whole Child Institute:</b> In SY23-24, this institute supported the schoolwide mission to appeal to students' social and emotional learning needs so that they were able to access curriculum and feel a sense of belonging at school. Spring 2024 Panorama results for Sense of Belonging yielded a score of 70% which was an increase from the Spring 2023 results of 67%.</p>	Investment in Schools Grant	N/A
<p><b>Curriculum Associates:</b> In SY24-25, King purchased Magnetic Reading curriculum and professional learning for iReady. Educators were able to explore how to use The Literacy Portfolio resources to develop students' literacy skills. Educators examined how daily instructions are organized and took an in-depth look at the programs they would use to bring engaging, grade-level content to all students during the literacy block. During the sessions, educators also planned for the first week of The Literacy Portfolio instruction. Educators explored classroom structures and schedules that allowed for successful small group instruction. They also discussed various sources of student data and determined how to use that data to form groups. Finally, educators learned how to plan targeted instruction with The Literacy Portfolio program materials.</p>	Investment in Schools Grant	N/A
<p><b>Cluster Support Model (CSM):</b>          SY23-24: Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.</p> <ul style="list-style-type: none"> <li>• <b>Intensive Supports (at least biweekly coaching visits):</b> Elementary ELA &amp; Social Studies, Elementary Math &amp; Science, Early Childhood Education, Data Supports, CSP/Continuous Improvement, and Attendance. and</li> <li>• <b>Moderate Supports (at least monthly coaching visits):</b> Special Education Inclusion, Special Education Accountability, MTSS, and EdTech.</li> <li>• <b>General Supports (coaching visits as needed and based on availability):</b> ESL Services, Family &amp; Community Engagement, Operations, and Learning &amp; Development Sciences.</li> </ul>		

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SY24-25: SY24-25: For information on how the Cluster Support Model was implemented across the agency in SY24-25, refer to the [SY24-25 Cluster Support Model](#) section of this document.

King received intensive support in the following areas by cycle:

- Cycle 3 (February 3-March 28, 2025): MTSS
- Cycle 4 (March 31-May 30, 2025): MTSS

### Kramer MS

State Assessment Results			Attendance		Additional Data		
	DC CAPE/ PARCC ELA	DC CAPE/ PARCC Math	Chronic Absenteeism	In-Seat Attendance	Safety and Belonging		Enrollment
					Safety	Belonging	
SY 25-26	Released Summer 2026	Released Summer 2026	42%*	88%*	35%	42%	193
SY 24-25	13%	3%	64%	87%	30%	46%	213
SY 23-24	9%	2%	48%	86%	LCP Index		197
					43%		
SY 22-23	10%	0%	71%	83%	30%		203
SY 21-22	1%	0%	87%	73%	31%		272

\*Year to date as of 1/27/26

Strategy & Impact	SY23-24 Fund	SY24-25 Fund
<b>Connected Schools Partnerships:</b> The Connected Schools Model is the DCPS version of a full-service community school. The model provides school communities with the necessary resources to address students' academic, behavioral, social-emotional, and attendance needs while also creating a supportive environment to provide resources for parents and families. In SY23-24, partnerships included family engagement, truancy prevention programming, food security, meals for family engagements, out of school time programming, and grief & trauma therapy. In SY24-25, partnerships included SEL and restorative justice	Connected School's Central Budget & Department of Education Grant	Connected School's Central Budget

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<p>programming. In SY24-25, Kramer MS served 96.75% of the student populations through partner programming and services.</p>		
<p><b>Connected Schools Manager:</b> The full-time Connected Schools Manager served as a member of the school leadership team and strategically aligned resources with Kramer's needs. The Manager led school-wide implementation of the Connected Schools Model at Kramer. This included, but was not limited to, developing and facilitating school-wide family relationship building and communication strategies, assessing and managing multiple school partners to provide a diverse range of support and opportunities for students and families in a coordinated, high-quality manner, progress monitoring core outcomes for student and family engagement, and establishing referral processes to meet family basic needs. The Connected Schools Manager was able to support the school in engaging parents in an effective rate and over two years Kramer improved parent satisfaction by 20%, based on the districts parent satisfaction survey. Additionally, Kramer grew the number of partnerships to 11 for out of school time and increased the number of after school participants from 10% to 20% of their student population.</p>	<p>Department of Education Grant</p>	<p>Investment in Schools Grant</p>
<p><b>High Impact Tutoring (HIT) Manager:</b> Full time High Impact Tutoring (HIT) Manager in SY23-24 to support high-quality HIT implementation and increase the number of students receiving HIT. In SY24-25, Kramer did not have a HIT Manager. Kramer identified a HIT POC to oversee an OSSE provided HIT partnership.</p>	<p>MOU with OSSE</p>	<p>OSSE Provider</p>
<p><b>Classroom Libraries:</b> In SY23-24, books were purchased to support students' reading for fluency, vocabulary exposure, and comprehension.</p>	<p>Investment in Schools Grant</p>	<p>N/A</p>
<p><b>Blueprint Math Fellows:</b> In SY23-24 and SY24-25, two fellows implemented full-day, high dosage tutoring math intervention services to support PARCC and DC CAPE. Through the support of blueprint Kramer was able to offer students targeted support and interventions to move them on track and reduce the achievement gap.</p>	<p>Investment in Schools Grant</p>	<p>Investment in Schools Grant</p>
<p><b>City Year:</b> In SY23-24 and SY24-25, City year provided HIT tutoring in literacy as well as case management for attendance and SEL support.</p>	<p>Investment in Schools Grant</p>	<p>Investment in Schools Grant</p>
<p><b>Access Youth Attendance Support:</b> In SY23-24 and SY24-25, this partnership allowed Kramer to target students who were off track in behavior or attendance and provided small group mentorship, one to one check ins, mediations and restorative justice.</p>	<p>Investment in Schools Grant</p>	<p>Investment in Schools Grant</p>
<p><b>EdConnective:</b> In SY23-24, this partner provided professional development for teachers focused on classroom instruction. It was geared to equip teachers with new techniques to better engage students.</p>	<p>Investment in Schools Grant</p>	<p>Investment in Schools Grant</p>
<p><b>Classroom Libraries:</b> In SY23-24, Kramer purchased classroom libraries and professional development on how to get started using Scholastic Literacy.</p>	<p>Investment in Schools Grant</p>	<p>N/A</p>

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<p><b>Wendt Center:</b> In SY23-24, this partner supported the development of a retreat curriculum specifically for students with Tier 4 and Tier 5 infractions with the goal of helping students experience success in school. This was a 2-day immersion day for students.</p>	Investment in Schools Grant	N/A
<p><b>Cluster Support Model (CSM):</b> SY23-24: Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.</p> <ul style="list-style-type: none"> <li>• <b>Intensive Supports (at least biweekly coaching visits):</b> Secondary Math, Secondary Science, MTSS, EdTech, Data Supports, CSP/Continuous Improvement, Attendance, and Learning &amp; Development Sciences.</li> <li>• <b>Moderate Supports (at least monthly coaching visits):</b> Special Education Inclusion, Special Education Accountability, and Family &amp; Community Engagement.</li> <li>• <b>General Supports (coaching visits as needed and based on availability):</b> Secondary ELA, Secondary Social Studies, ESL Services, and Operations</li> </ul> <p>SY24-25: SY24-25: For information on how the Cluster Support Model was implemented across the agency in SY24-25, refer to the <a href="#">SY24-25 Cluster Support Model</a> section of this document.</p> <p>Kramer received intensive support in the following areas by cycle:</p> <ul style="list-style-type: none"> <li>• Cycle 1 (September 16-November 8, 2024): EdTech, Attendance, School Data &amp; Performance, Secondary ELA. And Secondary Math.</li> <li>• Cycle 2 (November 18-January 24, 2025): Secondary ELA, Secondary Math, and Secondary Social Studies</li> <li>• Cycle 3 (February 3-March 28, 2025): School Data &amp; Performance, Secondary ELA, Secondary Math, and Secondary Science</li> <li>• Cycle 4 (March 31-May 30, 2025): Attendance, MTSS, School Data &amp; Performance, Secondary ELA, and Secondary Math.</li> </ul>		

### Moten ES

State Assessment Results			Attendance		Additional Data		
	DC CAPE/ PARCC ELA	DC CAPE/ PARCC Math	Chronic Absenteeism	In-Seat Attendance	Safety and Belonging		Enrollment
					Safety	Belonging	
SY 25-26	Released Summer 2026	Released Summer 2026	53%*	87%*	51%	65%	191
SY 24-25	29%	22%	58%	85%	46%	70%	216

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SY 23-24	11%	17%	65%	83%	LCP Index	238
					43%	
SY 22-23	3%	5%	63%	83%	34%	223
SY 21-22	5%	3%	53%	85%	46%	240

*\*Year to date as of 1/27/26*

Strategy & Impact	SY23-24 Fund	SY24-25 Fund
<p><b>Connected Schools Partnerships:</b> The Connected Schools Model is the DCPS version of a full-service community school. The model provides school communities with the necessary resources to address students' academic, behavioral, social-emotional, and attendance needs while also creating a supportive environment to provide resources for parents and families. In SY23-24, partnerships included enrichment programming, mindfulness programming, workshops for families, and Saturday school programming. In SY24-25, partnerships included arts programming. In SY24-25, Moten ES served 57.87% of the student population through partner programming and services.</p>	Connected School's Central Budget & Department of Education Grant	Connected School's Central Budget & Investment in Schools Grant
<p><b>Connected Schools Manager:</b> The full-time Connected Schools Manager served as a member of the school leadership team and strategically aligned resources with Moten's needs. The Manager led school-wide implementation of the Connected Schools Model at Moten. This included, but was not limited to, developing and facilitating school-wide family relationship building and communication strategies, assessing and managing multiple school partners to provide a diverse range of support and opportunities for students and families in a coordinated, high-quality manner, progress monitoring core outcomes for student and family engagement, and establishing referral processes to meet family basic needs.</p>	Department of Education Grant	Investment in Schools Grant
<p><b>Family Engagement Leadership Team (FELT) Stipends:</b> The team set a vision for effective family engagement, planned family engagement efforts, supported its implementation, collected and reflected on family engagement data, synthesized learning, and continually thinks about improving the school's family engagement work. Teachers who participated in FELT aimed at increasing parent engagement found significant success in fostering stronger connections between the school, families, and community. By receiving compensation, teachers were motivated to dedicate extra time and effort to reach out to parents through various channels such as regular phone calls, emails, and organized events. Organized events such as The Harvest Festival, Holiday House, and Gifts for Kids Improved communication, built trust, and collaboration, leading to a more supportive learning environment for students. The FELT team's structured</p>	Investment in Schools Grant	Investment in Schools Grant

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framework and financial incentives ensured that teachers could consistently engage with parents, ultimately enhancing student performance and overall school community cohesion. On the Spring 2025 Panorama Survey, 83% of families indicated they “feel welcome at their child’s school.”		
<b>High Impact Tutoring (HIT) Manager:</b> Full time High Impact Tutoring (HIT) Manager in SY23-24 and SY24-25 to support high-quality HIT implementation and increase the number of students receiving HIT.	MOU with OSSE	School’s Budget
<b>School Counselor:</b> This position implemented the restorative model and SEL programming for grades K-5 in SY23-24 and SY24-25.	Investment in Schools Grant	Investment in Schools Grant
<b>SPED Teacher:</b> In SY23-24, this position supported specialized intervention for grades K-5. Moten saw significant gains in the SPED population academic data.	Investment in Schools Grant	N/A
<b>Urban School Leaders Retreat:</b> In SY23-24, the Summer Instructional Leadership retreat provided time for the ILT to review and update unit plans and school-wide culture supports (such as attendance) and to receive high-level instructional leadership training to prepare for the next school year. The retreat was facilitated through Harvard’s National Institute for Urban School Leaders for our Senior Leaders (Principal and APs).	Investment in Schools Grant	N/A
<b>Dramatic Solutions:</b> In SY23-24, this partner facilitated the Academic Leadership Retreat. Topics included Arts Integration, Visual Thinking Strategies in Math; Leveraging the Leadership Team; and Community Engagement Strategies to Improve Attendance.	Investment in Schools Grant	N/A
<b>Blueprint:</b> In SY23-24, two fellows implemented full-day, high dosage tutoring math intervention services to support CAPE Math. Students in grades 3-5 increased their proficiency on CAPE Math.	Investment in Schools Grant	N/A
<b>Relay:</b> In SY23-24, this partner provided high-level instructional moves to ensure Tier One Instruction in all ELA and Math PARCC-aligned instruction is rigorous and effective. The advanced leadership courses helped the instructional leadership team better track progress toward the PARCC SIP Goals. Moten saw significant Academic gains across multiple measures in grades PK-5 as well as an increase in teacher effectiveness.	Investment in Schools Grant	N/A
<b>Cluster Support Model (CSM):</b> SY23-24: Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities. <ul style="list-style-type: none"> <li>• <b>Intensive Supports (at least biweekly coaching visits):</b> Elementary ELA &amp; Social Studies, MTSS, EdTech, Data Supports, CSP/Continuous Improvement, and Attendance.</li> <li>• <b>Moderate Supports (at least monthly coaching visits):</b> Elementary Math &amp; Science, Early Childhood Education, Special Education Accountability, Family &amp; Community Engagement, and Operations.</li> <li>• <b>General Supports (coaching visits as needed and based on availability):</b> ESL Services and Special Education Inclusion.</li> </ul>		

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SY24-25: SY24-25: For information on how the Cluster Support Model was implemented across the agency in SY24-25, refer to the [SY24-25 Cluster Support Model](#) section of this document.

Moten received intensive support in the following areas by cycle:

- Cycle 2 (November 18-January 24, 2025): EdTech and Special Education Inclusion

#### Sousa MS

State Assessment Results			Attendance		Additional Data		
	DC CAPE/ PARCC ELA	DC CAPE/ PARCC Math	Chronic Absenteeism	In-Seat Attendance	Safety and Belonging		Enrollment
					Safety	Belonging	
SY 25-26	Released Summer 2026	Released Summer 2026	48%*	88%*	64%	64%	199
SY 24-25	14%	7%	42%	89%	38%	47%	223
SY 23-24	15%	6%	45%	87%	LCP Index 58%		229
SY 22-23	14%	0.65%	45%	90%	38%		215
SY 21-22	10%	1%	56%	84%	29%		233

*\*Year to date as of 1/27/26*

Strategy & Impact	SY23-24 Fund	SY24-25 Fund
<p><b>Connected Schools Partnerships:</b> The Connected Schools Model is the DCPS version of a full-service community school. The model provides school communities with the necessary resources to address students' academic, behavioral, social-emotional, and attendance needs while also creating a supportive environment to provide resources for parents and families. In SY23-24, partnerships included academic enrichment/tutoring, meals for family engagements, and arts programming. In SY23-24 (the last year data is available), Sousa MS served 55.84% of the student population through partner programming and services.</p>	Connected School's Central Budget	Connected School's Central Budget
<p><b>Connected Schools Manager:</b> The full-time Connected Schools Manager served as a member of the school leadership team and strategically aligned resources with Sousa's needs. The Manager led school-wide</p>	Investment in Schools Grant	Investment in Schools Grant



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<p>implementation of the Connected Schools Model at Sousa. This included, but was not limited to, developing and facilitating school-wide family relationship building and communication strategies, assessing and managing multiple school partners to provide a diverse range of support and opportunities for students and families in a coordinated, high-quality manner, progress monitoring core outcomes for student and family engagement, and establishing referral processes to meet family basic needs. The manager helped bridge the gap between school and home, creating opportunities for caregivers to be more actively involved in their children's education. Their efforts not only strengthened relationships with families but also led to the creation of new student activities that promoted a sense of belonging. These initiatives provided students with additional opportunities to connect with peers, engage in meaningful extracurricular activities, and feel more integrated into the school community</p>		
<p><b>Family Engagement Leadership Team (FELT) Stipends:</b> The team set a vision for effective family engagement, planned family engagement efforts, supported its implementation, collected and reflected on family engagement data, synthesized learning, and continually thinks about improving the school's family engagement work. From Spring 2023 to Spring 2025, Sousa MS saw a 3% increase in Parent Satisfaction on the Panorama Survey, up from 73% to 76%.</p>	<p>Investment in Schools Grant</p>	<p>N/A</p>
<p><b>High Impact Tutoring (HIT) Manager:</b> Full time High Impact Tutoring (HIT) Manager in SY23-24 to support high-quality HIT implementation and increase the number of students receiving HIT. In SY24-25, Sousa did not have a HIT Manager. Instead, they identified a HIT POC.</p>	<p>MOU with OSSE</p>	<p>N/A</p>
<p><b>Words Beats and Life:</b> In SY23-24 and SY24-25, this partner provided instruction focused on the arts. This programming greatly enriched Sousa's arts program by providing students with a creative outlet and a much-needed break from the rigorous focus on academics. Through their diverse range of courses (poetry, beat production, DJing, graffiti), students were given the opportunity to explore their artistic talents, from visual arts to music and dance, in a way that resonated with their interests. These courses were elective, allowing students to choose areas they were passionate about, which not only fostered creativity but also encouraged self-expression and personal growth. This partnership allowed students to engage in meaningful, hands-on experiences that complemented their academic journey, promoting a more well-rounded education.</p>	<p>Investment in Schools Grant</p>	<p>Investment in Schools Grant</p>
<p><b>Dramatic Solutions:</b> In SY23-24 and SY24-25, this partner supported school culture and environment by building leadership through leadership development sessions, empowering staff to enhance their decision-making and team-building skills. They also provided professional development and data analysis support, enabling staff to better understand student needs and implement effective strategies for improving overall school performance.</p>	<p>Investment in Schools Grant</p>	<p>Investment in Schools Grant</p>

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<p><b>National Council of Teachers in Mathematics (NCTM) Conference:</b> In SY23-24, this conference supported math teachers by offering them opportunities to deepen their instructional practice and learn innovative strategies for teaching math. Through workshops, sessions, and collaborative discussions, teachers were exposed to cutting-edge methodologies, tools, and resources that could be directly applied to their classrooms. This professional development opportunity not only enhanced their content knowledge but also equipped them with new techniques to better engage students and improve their understanding of mathematical concepts. Teachers were able to attend sessions aligned to Sousa’s math department priorities for aggressive monitoring and teaching to the rigor of the standard. When teachers returned, they shared best practices with the Sousa leadership department.</p>	Investment in Schools Grant	N/A
<p><b>Cluster Support Model (CSM):</b>          SY23-24: Cluster Support team members provide direct services, coaching, and professional learning to schools in alignment with Comprehensive School Plan improvement goals and action strategies and district priorities.</p> <ul style="list-style-type: none"> <li>• <b>Intensive Supports (at least biweekly coaching visits):</b> Secondary Science, Data Supports, CSP/Continuous Improvement, Attendance, Family &amp; Community Engagement, and Learning &amp; Development Sciences.</li> <li>• <b>Moderate Supports (at least monthly coaching visits):</b> Secondary Math, Special Education Accountability, MTSS, and Operations.</li> <li>• <b>General Supports (coaching visits as needed and based on availability):</b> Secondary ELA, Secondary Social Studies, ESL Services, Special Education Inclusion, and EdTech.</li> </ul> <p>SY24-25: SY24-25: For information on how the Cluster Support Model was implemented across the agency in SY24-25, refer to the <a href="#">SY24-25 Cluster Support Model</a> section of this document.</p> <p>Sousa received intensive support in the following areas by cycle:</p> <ul style="list-style-type: none"> <li>• Cycle 1 (September 16-November 8, 2024): Learning and Development Sciences and Secondary Science</li> <li>• Cycle 2 (November 18-January 24, 2025): Attendance, EdTech, and Learning and Development Sciences</li> </ul>		

### SY24-25 Cluster Support Model

Historically, content teams within the CSM have offered three differentiated levels of support for schools: Intensive (biweekly or weekly touchpoints), Moderate (monthly touchpoints), and General (as needed touchpoints) Support. In SY24- 25, we eliminated Moderate support to focus on Intensive Support and Cluster-Specific Services.

- **District-Wide Services:** All schools received foundational, district-wide support such as a district-and-cluster wide PD, curriculum resources, guidance documents, etc. This did not include direct coaching of school based-staff.

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- **Cluster-Specific Services:** All schools were assigned CST members who provided cluster-wide services for named support areas. This included cluster-specific PD, office hours, PLCs, bright spot visit invitations for School POCs or Principals.
- **Intensive school Support:** Select schools in the cluster received intensive goal-driven coaching cycles in specific support areas. Each CST member focused on at least 2-4 schools total per goal driven coaching cycle. Specific data-driven diagnostic criteria identified which schools received intensive support from given support areas each cycle to ensure alignment with district goals, cluster priorities, and school data context. Prioritization was placed on schools in OSSE status.

**58. Each DCPS program serving under-credited and over-age students, Ballou STAY, Luke C. Moore, and Garnet-Patterson STAY, has been designated by OSSE as Comprehensive Support and Improvement School due to low graduation rates. What specific steps is DCPS taking to reimagine and strengthen these schools' programming, partnerships, or program design to improve student outcomes? For each initiative, please include (a) A clear measure of progress or success. (b) A timeline for implementation and anticipated impact.**

The CSI-Grad designation identifies schools with four- and five-year graduation rates below 67%. Within DCPS, Ballou STAY, Luke C. Moore, and Garnet-Patterson STAY (GPSTAY) fall into this category—not because of ineffective practice, but because these schools are intentionally designed to serve students who are significantly off-track for graduation. As nontraditional, competency-based high schools, they provide flexible, personalized pathways for students who are overage, under-credited, or require extended time to complete their diploma requirements.

These schools serve some of our most vulnerable learners—students balancing caregiving responsibilities, employment, housing insecurity, or reengagement after extended time out of school. Many of these students benefit from taking five or six years to complete high school; their extended graduation trajectories reflect the population they serve rather than a lack of progress or quality. -STAY do not graduate within the traditional four-year window; many need five or six years to complete high school. These schools serve some of our most

Recognizing the unique needs of these students, DCPS has strengthened its progress-monitoring systems and targeted supports to help more students meet four and five-year graduation benchmarks while still honoring flexible pacing. Key strategies include:

- **Enhanced adult advocate support** provide students with regular check-ins focused on academic progress, attendance, social-emotional needs, and connections to wraparound services. This evidence-based approach ensures students receive the consistent, personalized support needed to stay engaged and on track.
- **Refined academic intervention structures** are designed specifically for overage and under-credited learners. This includes expanded opportunities for credit acceleration, competency-based demonstrations of learning, and flexible scheduling aligned to students' life circumstances.

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- **A reimagined instructional model** that is centered on how to structure meaningful, rigorous education for students who are reentering school or progressing at an extended pace.-

DC Public Schools (DCPS) is strengthening programming and supports in alternative and status schools by aligning all initiatives with the district's Strategic Plan and the OSSE Alternative School Accountability (Alt) Framework, which provides six measures used to monitor school progress: academic achievement, academic growth, school environment, English Language proficiency, graduation rate and educational progress.

To expand postsecondary and career options, DCPS has deepened its partnership with the University of the District of Columbia (UDC), allowing students to pursue industry-recognized credentials such as First Aid/CPR, phlebotomy, and HVAC. Progress is tracked through student enrollment in credentialing pathways and certification completion rates. This work is ongoing throughout the school year and is expected to strengthen students' workforce readiness and access to high-wage careers.

To build leadership capacity, principals of schools identified for improvement under ESSA status participate in the School Leader Lab facilitated PLC, which provides coaching and a collaborative professional learning community to support measurable progress on School Improvement Plans (SIPs). Success is monitored through SIP goal attainment, milestone progress, and growth in Transformational Leadership. Implementation began in December 2025 and will continue through the remaining designation cycle, with anticipated improvements in instructional quality and schoolwide systems.

DCPS's Central Services team also partners closely with school leaders through quarterly, district-wide professional learning convenings known as the Leadership Academy. These sessions are designed to strengthen leadership competency, promote collaboration, and improve instructional and operational practices across schools. This support is ongoing and is expected to enhance both school operations and teaching effectiveness.

Finally, DCPS has shifted from the self-paced Summit platform to a direct-instruction model delivered through Canvas, supported by targeted professional development for teachers. Progress is measured through PD completion, classroom observations, and student engagement and performance aligned to the Alt Framework. This shift is already in place and is expected to increase instructional coherence and provide more structured, teacher-led learning environments.

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

- (g) In table form, for SY24-25 and SY25-26, the categories of support, the number of staff assigned to each category, and a quantitative measure of success for each category of support;**

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- (h) By support category, each school that was an intensive support school in SY24-25 and was no longer an intensive support school in SY25-26; and**
- (i) For each support category, a description of which activities directly support schools and school staff, and which directly support central office functions.**

<b>Support Areas</b>	<b>Number of Staff SY24-25</b>	<b>Number of Staff SY25-26</b>
Early Childhood Education	*	2
STEM	7	7
Literacy & Humanities	7	7
ESOL Services	5	5
Special Education	10	10
EdTech	4	*
Attendance	6	6
School Data & Performance	4	4
Learning & Development Sciences (Safety & Belonging for SY25-26)	5	5
MTSS	5	5
Operations	9	9
<b>Total</b>	<b>62</b>	<b>60</b>

*\*Support Area not included in the Cluster Support Model for that year.*

All of the coaching and support efforts of Cluster Support Model (CSM) staff align directly to the DCPS Strategic Plan by advancing the system’s overarching Strategic Priorities – Succeeding Academically, Connected to Schools, and Prepared for What’s Next – and the bold goals that define success for students.

Cluster Support Teams (CST) work in service of these goals by building staff capacity and ensuring every school has the targeted, differentiated support needed to meet these districtwide outcomes. The quantitative measures of success in the Strategic Plan the CSM works in service of include:

- Goal 1: DCPS students are mathematically strong, measured by students passing, meeting, or exceeding expectations on the math state assessment and increasing the percentage of middle school students enrolled in Algebra I.

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- Goal 2: DCPS students are reading and writing across all subjects, measured by students passing, meeting, or exceeding expectations on the ELA state assessment.
- Goal 3: DCPS students are safe and have a sense of belonging, measured by students feeling safe and reporting a sense of belonging on the Panorama survey.

Together, these goals drive every aspect of CST Member services and support.

Each year, DCPS sets model-wide measures of success for the implementation of the CSM in service of the Strategic Plan goals.

SY24-25	SY25-26
<ul style="list-style-type: none"> <li>• The model-wide average coaching cadence for schools receiving Intensive Support Coaching Cycles represents 3 touchpoints/month with their CST Member.</li> <li>• 80% of School Based Points of Contact (POCs) respond favorably to the statement: <i>"The coaching and support provided by this CST member is enhancing my capacity in knowledge, skills, and mindsets"</i> representing a 5% increase.</li> <li>• 73% of principals respond favorably to the question: <i>"How effective is the coaching and support provided by your Cluster Support Team in building adult/staff capacity at your school?"</i> representing a 5% increase.</li> </ul>	<ul style="list-style-type: none"> <li>• The average coaching cadence for schools receiving Intensive Support through the Cluster Support Model represents at least twice monthly touchpoints from identified teams (Math, ELA, MTSS, Safety &amp; Belonging)</li> <li>• 85% of School Points of Contact (POCs) respond favorably to the statement: <i>"The coaching and support provided by this CST member is enhancing my capacity in knowledge, skills, and mindsets."</i></li> <li>• 70% of principals respond favorably to the following question: "How effective is the coaching and support provided by your Cluster Support Team in building adult/staff capacity at your school?"</li> </ul>

In SY24-25, intensive support through the CSM was assigned by content area at each school in quarterly coaching cycles using content-specific data-driven diagnostic criteria in 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 allowed us to support more schools and school staff through short cycle coaching work.

In SY25-26, based on input from school teams, the research-backed benefits of sustained coaching, and the realities of a reduced team size, DCPS identified 13 schools that would receive intensive CSM support for the full school year in four key areas: Math, ELA, Multi-Tiered Systems of Support (MTSS), and Safety & Belonging. The 13 schools include 5 schools designated for improvement by OSSE as well as schools identified by Instructional Superintendents, Chief of Schools, and the Deputy Chancellor:

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- Anacostia HS (ISI)
- Ballou HS (ISI)
- Bard Early College
- Brightwood ES
- Burrville ES
- Cardozo EC (CSI)
- Cleveland ES
- Johnson MS
- Ketcham ES (CSI)
- Langley ES (MIS)
- Miner ES
- Turner ES
- Walker-Jones EC

Cluster Support Team Members conduct their school-based coaching and support work based on a normed menu of cluster and school-specific services including:

Service	Description
<i>Professional Development</i>	CST member designs and facilitates a content-specific professional learning session for school staff or principals with a clear objective, agenda, and intended outcome. Sessions engage participants in evidence-based practices, structured collaboration, and application of learning that leads to tangible work products or concrete next steps. Sessions can occur during Principal Cluster Meetings, LEAP Leader PD, or another agreed-upon time.
<i>Bright Spot Visit</i>	CST member plans and leads a site visit that highlights a positive, observable instructional trend at a peer school. Participants observe best practices using a clear protocol, debrief their observations, and identify actionable takeaways for both the host school and visiting teams.
<i>Office Hours</i>	CST member facilitates a content-specific session where school staff can raise dilemmas, ask questions, analyze data, and exchange resources. Office hours result in concrete answers, tools, or next steps for participants and are tailored to the needs of the cluster.

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<i>School Walkthrough</i>	CST member conducts a joint classroom observation with school leaders and/or the instructional superintendent using DCPS walkthrough tools. They gather look-for data, low-inference notes, and evidence, then provide high-leverage, bite-sized, and measurable recommendations.
<i>School Team Meeting</i>	CST member participates as a thought partner in school-level meetings such as ALT, BOY/MOY/EOY, providing content expertise, data insights, and practical solutions in support of the school's priorities and leader decision-making.
<i>Strategic Planning Review</i>	CST member reviews a school's Comprehensive School Plan and offers content-specific feedback, resources, and tools that support strong goals, strategies, progress-monitoring systems, and implementation plans.
<i>Consultation</i>	CST member provides a responsive coaching conversation with a school POC based on an identified issue or need. The CST member listens, asks probing questions, analyzes relevant data, and helps the POC identify actionable strategies and clear next steps.
<i>Observation &amp; Debrief</i>	CST member and school POC observe instruction together using a normed content-area tool, collect evidence, and debrief trends. The session results in a targeted, high-impact action step aligned to the focus of the observation.
<i>Modeling</i>	CST member demonstrates specific elements of the school POC's role in real time. The session includes pre-identified look-fors, observation, reflection, and next steps—supporting the POC in “seeing it, naming it, and doing it.”
<i>Planning &amp; Practice</i>	CST member and school POC co-plan an upcoming meeting or project. The CST member clarifies the focus and desired outcome, models aspects of the planning process, and gradually releases responsibility to support POC independence.
<i>Goal-Driven Coaching Cycle</i>	CST member supports a designated school POC through a multi-week coaching cycle grounded in data-aligned goals tied to the CSP and district priorities. Coaching includes a consistent cadence of touchpoints and routine updates to the principal.
<i>CST–Principal Roundtable</i>	CST member and principal engage in a structured conversation about progress and barriers in the content area. CST members identify successes, areas for growth, and ways principals can support school POCs' effectiveness.
<i>Professional Learning</i>	CST member designs and facilitates a professional learning series for a group of educators with shared goals. PLCs include clear objectives, regular meetings, evidence-based practices, collaboration, and application of learning that results in concrete products or next steps.

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<i>Communities (PLCs)</i>	
<i>Cluster-Level Data Analysis</i>	CST member prepares and analyzes content-area data to identify cluster-wide bright spots, challenges, and recommended actions for instructional superintendents, principals, and CST colleagues.

In addition to these individualized school and cluster specific services, each Cluster Support Team provides district-wide services to support consistency in best practices across the district:

Support Area	Most Commonly Provided Cluster-Specific Services	District-Wide Services
<b>Literacy &amp; Humanities</b>  <b>Science &amp; Math</b>  <b>ECE</b>	Professional Development Observation/Debrief Planning and Practice School Walkthroughs Consultation	<ul style="list-style-type: none"> <li>• Research, develop, curate, and procure PreK-12 Tier 1 curricular materials for all schools.</li> <li>• 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).</li> <li>• Support the implementation and data analysis of district-wide formative and summative assessments and state assessments.</li> </ul>
<b>Special Education</b>	Consultation Planning and Practice Office Hours Observation/Debrief Professional Development	<ul style="list-style-type: none"> <li>• Research, develop, curate, and procure materials to support schools in implementing evidence-based case management and instructional practices for students with disabilities.</li> <li>• Monitor and support the completion of school-level documents and actions so that every school's LEA Representative Designate (RD) will ensure their school meets IDEA and DCMR requirements.</li> <li>• Provide professional development, resources, and guidance to school leaders, Special Education Leaders and LEA RDs.</li> </ul>
<b>Attendance</b>	Consultation Planning and Practice School Team Meeting Strategic Planning Office Hours	<ul style="list-style-type: none"> <li>• Provide best practices, templates, toolkits and exemplars for attendance strategies.</li> <li>• Support CSP development and progress monitor attendance portion of the plans.</li> <li>• Conduct summer and ongoing outreach and interventions for profoundly absent students.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Monitor and assess implementation of DCPS Attendance Protocol according to Continuous Improvement Framework (ex: SACs, CFSA referrals); offer guidance and support as needed.</li> </ul>
<b>ESOL Services</b>	Professional Development Consultation Planning and Practice School Walkthrough Observation/Debrief	<ul style="list-style-type: none"> <li>• Research, develop, curate, and procure materials and guidance to ensure schools are equipped to support MLLs.</li> <li>• 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.</li> </ul>
<b>School Data &amp; Performance</b>	Strategic Planning School Team Meeting Cluster-Level Data Analysis Modeling Professional Development	<ul style="list-style-type: none"> <li>• Train Academic Leadership Teams and principals to leverage DCPS Data Analysis Dashboards and corresponding resources to develop and progress monitor school goals.</li> <li>• Manage recurring data reports across academic, behavior, and attendance categories among others at the district, cluster, and school-levels.</li> </ul>
<b>Safety &amp; Belonging</b>	Consultation Observation/Debrief Planning and Practice School Walkthrough School Team Meeting	<ul style="list-style-type: none"> <li>• Develop materials to support an evidence-based, normed approach to school culture, safety, and belonging.</li> <li>• Design and facilitate District-Wide PD Days (7+ days a year) and bi-weekly School Behavior Tracker training.</li> <li>• Provide guidance and resources to school and central staff based on Panorama safety and belonging trends and discipline data trends.</li> </ul>
<b>Multi-Tiered System of Support (MTSS)</b>	Planning and Practice Observation/Debrief School Team Meeting Planning and Practice Strategic Planning	<ul style="list-style-type: none"> <li>• Research, develop, curate, and procure materials to support schools in implementing a holistic Multi-Tiered System of Supports model.</li> <li>• Manage the Panorama Student Success platform and analyze metrics to determine trends across behavior, academics, attendance, and social emotional development to inform district-wide priorities and strategies.</li> </ul>
<b>Operations</b>	Professional Development Consultation Planning and Practice School Walkthrough Cluster-Level Data Analysis	<ul style="list-style-type: none"> <li>• Provide resources, guidance, and strategic support for school opening and school closing planning and execution.</li> <li>• Provide guidance, regulations, and support with day-to-day operations, facilities, cleanliness, finance, and safety &amp; security for all schools.</li> </ul>

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**60. DCPS technology plan continues to show 100% for Wi-Fi quality and connectivity in each school, yet students and teachers continue to report challenges with Wi-Fi, especially during testing. How do you explain this discrepancy? What other methods and metrics are you using to capture the user experience, identify issues, and resolve connectivity issues in all schools?**

Wi-Fi quality at each school is assessed during school walk-throughs completed by OCTO throughout the school year. The Wi-Fi quality is measured using three criteria: (1) Signal Quality (the wireless signal level received by the wireless client), (2) Connectivity (the strength of the connection between devices and the network), and (3) Interference (the extent to which other wireless signals and devices are disrupting or interrupting the Wi-Fi signal).

Wi-Fi quality ratings reflect infrastructure measurements taken during scheduled walk-throughs and may not always fully capture all usage conditions. DCPS and OCTO are expanding monitoring tools and user feedback collections to better measure and respond to user experience.

**61. What incentives (other than the in-school technology POC stipend) are schools provided to make sure they are reporting accurate loss rates, device warranty initiation, Wi-Fi irregularities, and other tech challenges so that Central Office can work proactively with schools to resolve issues?**

Through its vendor, DCPS IT conducts an annual districtwide audit of devices to verify each school's inventory at the end of the school year. The audit report is then provided to the school to support development, implementation, and iteration of the school's technology plan.

**62. Regarding the DCPS OCTO MOU please answer the following questions:**

**(c) Last year in the DCPS oversight response, DCPS said it was working with OCTO to explore having technicians help with asset management, including updating school TIP Web inventories. What was the conclusion of those discussions? If OCTO is not taking on asset management responsibilities, why not?**

To support a holistic learning experience for students, various teams across DCPS (DCPS Information Technology, DCPS Instructional Support, etc.) partner closely with schools and the DC Office of the Chief Technology Officer (OCTO). OCTO provides technical support for each of the 117 schools and DCPS central staff locations.

**(d) Please share the number of OCTO technicians and FTEs assigned to DCPS in FY25 and FY26, the total cost of those positions borne by DCPS, and the cost by role.**



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<b>OCTO Technicians and FTEs Assigned to DCPS</b>		
<i>Category</i>	<i>FY25</i>	<i>FY26</i>
Full Staff:	84	84
School-Based/Call Center-based Contractors	59	59
School-Based FTE's & Managers	25	25
Total Contractor Cost	\$5,978,000	\$5,488,000
Total FTE Cost	\$2,658,838	\$2,798,477

**(e) How do OCTO staff support DCPS? Are they primarily school-based or DCPS Central office-based?**

The OCTOHelps department provides 24/7 call center support and the boots-on-the-ground efforts to maintain, update, troubleshoot, and resolve hardware, peripherals, software, networking, and security issues. The support provided covers a wide range of technical issues, including hardware, software, and network problems, both remotely and on-site.

There are 14 technicians dedicated to answering DCPS staff phone calls and parent and student calls. Phone support is available 24/7 in multiple languages to those in need. This robust support system is designed to support the smooth functioning of technology within DCPS, with dedicated teams for various aspects of technical assistance.

Deskside support is available Monday through Friday from 8 a.m. to 5 p.m. The support model structure is that for every one technician, there are up to 800 computer devices to support, and is divided between dedicated and rotational support. Dedicated support is where the school has one to two individuals dedicated to supporting that school Monday through Friday. Currently, all high schools are dedicated locations due to the amount of technology with the student and staff ratios being one-to-one. Furthermore, high schools require a greater level of support due to more complex technologies adopted by advanced curriculum in courses such as computer science, engineering, robotics, digital media, and more. Middle schools and elementary schools are on a rotational support schedule. The school will receive two to three days of support throughout the work week, depending on their need. Technicians are dispatched to all schools on demand to address urgent support needs such as widespread outages impacting school operations/instruction. Under this model, there are 84 on-site technicians budgeted to support DCPS' daily technical support needs. The support model is flexible and may change based on the evolving technological needs of the schools.

**63. Describe the actions DCPS took in FY25 and FY26 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,**

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including DGS and ODR.

DCPS works to achieve accessibility on all active capital construction projects. All capital construction projects are required to comply with ADA guidelines. Alongside full modernizations, a range of smaller capital projects have been completed to upgrade existing spaces and add new elevators, strengthening accessibility across our buildings. DCPS has worked with DGS to update modernization RFP's to additionally include the requirement of accessibility consultants to provide review of drawings and on-site construction oversight.

In Fiscal Year 2025, projects that improved accessibility included:

- Garnet-Patterson STAY Elevator
- Browne, Truesdell, and Adams Modernizations
- Turner – Interior lift
- Shepherd – CES Playground
- McGogney – CES Playground

In Fiscal Year 2026, active projects include:

- Elevators: Emery, CHEC, Hardy, Jackson-Reed, Lafayette, Moten, Oyster, Sousa
- Modernizations: Thomas, Tubman, and J.O. Wilson
- Lafayette – Exterior & Interior Ramps
- Garrison – ADA Connector
- Turner – MES Playground

**64. 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.**

School survey reports were submitted in 2024 for the following schools:

- Amidon-Bowen ES
- Anacostia HS
- Bancroft ES
- Beers ES
- Boone ES



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- Brent ES
- Brightwood EC
- Browne EC
- Bruce-Monroe @ Parkview
- Bunker Hill ES
- Burroughs ES
- Burrville ES
- Capitol Hill Montessori @ Logan EC
- Cardozo EC
- Chisholm ES
- Cleveland ES
- Columbia Heights Education Campus
- Coolidge HS
- Deal MS
- Drew ES
- Eastern HS
- Eaton ES
- Ellington HS
- Excel Academy MS
- Garrison ES
- H.D. Cooke ES
- Hardy MS
- Hart MS
- HD Woodson HS
- Hearst ES
- Hendley ES
- Hyde-Addison ES
- Ida B. Wells MS
- J.O. Wilson ES
- Jackson-Reed HS



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- Janney ES
- John Francis EC
- Johnson MS
- Ketcham ES
- Key ES
- Key ES
- Kramer MS
- Lafayette ES
- Langdon ES
- Langley ES
- LaSalle-Backus ES
- Leckie ES
- Ludlow-Taylor ES
- MacFarland MS
- Marie Reed ES
- Maury ES
- McKinley HS
- McKinley MS
- Military Road ELC
- Moten ES
- Murch ES
- Nalle ES
- Noyes EC
- Oyster-Adams EC
- Patterson ES
- Plummer ES
- Powell ES
- River Terrace EC
- Roosevelt HS
- Roosevelt STAY HS



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- Ross ES
- Savoy ES
- School Within School @ Goding ES
- Seaton ES
- Shepherd ES
- Simon ES
- Stevens ELC
- Stoddert ES
- Stuart-Hobson MS
- Takoma EC
- Tubman ES
- Turner ES
- Van Ness ES
- Walker Jones EC
- Wheatley EC
- Whitlock ES
- Whittier ES

**65. Please provide a detailed breakdown of facilities issue types that fall under DCPS' responsibility versus those managed by DGS. Additionally, what specific actions has DCPS taken to improve the maintenance and resolution of the facilities under its control? Please include any measurable outcomes or indicators of progress related to these improvements.**

DGS provides maintenance for HVAC, plumbing, and carpentry. DGS also completes snow removal and most other repairs at schools. DCPS does contract directly with third parties regarding maintenance of key fobs and security cameras.

Beginning in October 2025, Central Services worked closely with school-based teams, cluster support personnel, and DGS personnel to ensure a clearer process for submitting, escalating, and closing work orders. Through this collaboration, 30% of work orders that were open on October 1<sup>st</sup> were closed or addressed by the end of December.

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**66. At the beginning of SY25-26, families and schools played an unprecedented role in supporting immigrant families by orchestrating safe passage to school, among other activities. How does DCPS plan to support safe passage for immigrant families this school year and into the future?**

DC Public Schools (DCPS) welcomes and serves all students regardless of immigration status, and the district does not collect, store, or have visibility into any information related to the immigration status of individual students. DCPS prioritizes student safety and works closely with the Deputy Mayors for Education and Public Safety and Justice to promote safe passage for all students and their families to and from school. DCPS also collaborates with the District Department of Transportation on the Kids Ride Free and School Crossing Guard programs. Parents, teachers, and community members are all integral to ensuring student safety, and DCPS appreciates the support that communities have provided in the past year.

**67. Please provide school-level data regarding the timeliness of special education evaluations, IEP meetings, and service provisions for SY23-24, SY24-25, and SY25-26.**

Information about timeliness for special education evaluations and IEP meetings is attached at Attachment Q67 - Special Education Timeliness.

Information about timeliness for service provision is available in the table below.

<b>Percentage of Service Provision</b>		
<i>Related Service</i>	<i>SY24-25</i>	<i>SY25-26</i>
Audiology	24%	38%
Occupational Therapy	34%	56%
Physical Therapy	27%	41%
Speech-Language Pathology	31%	49%
Orientation and Mobility	57%	55%
Behavioral Support Services	22%	48%
<b>TOTAL</b>	<b>29%</b>	<b>51%</b>

Please note that reports regarding the timeliness of special education evaluations, IEP meetings, and service provision are not yet available for SY23-24 given the transition to PowerSchool Special Programs. There is an issue with how data is being entered by providers and reported by the PowerSchool Special Programs software that results in artificially low service delivery rates. We are working with OSSE to address this issue.

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#### **68. How many students transitioned from a nonpublic school to a DCPS school in SY24-25 and SY25-26?**

In SY24-25, 3 students transitioned from a non-public school to a DCPS school. Thus far in SY25-26, 2 students have transferred.

#### **69. Provide an update on DCPS' public/private partnerships to provide special education services during SY24-25 and SY25-26.**

The Inclusive Instruction and Programs Team has continued to lead DCPS' State Implementation and Scaling-up of Evidence-based Practices (SISEP) technical assistance partnership with the U.S. Department of Education's Office of Special Education Program (OSEP), OSSE, and the National Implementation Research Network. The purpose of the 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 State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center is a national technical assistance center funded by OSEP. Technical Assistance (TA) is provided to states and districts by the National Implementation Research Network (NIRN). The goal of the program is to support the implementation of instructional and leadership practices that lead to improved outcomes for students with disabilities.

DCPS continues to have Memoranda 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. Both of these MOAs include OSSE.

DCPS collaborates with various universities to support clinical experiences for audiology, occupational therapy, and speech-language pathology graduate students. These partnerships serve as a staffing pipeline to address hard-to-fill related service provider positions. DCPS provides graduate students with 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.

- Howard University – Graduate student MOA to train 2nd year graduate students in the field of speech-language pathology. Student fieldwork MOA for Occupational Therapy graduate students in level 1 and level 2 internships.
- University of Maryland, College Park – Graduate student MOA to train 2nd year graduate students in the fields of Audiology and speech-language pathology.
- Trinity College – Student fieldwork MOA for Occupational Therapy graduate students in level 1 and level 2 internships.



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Modified Instruction and Programming continues to partner 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.

In SY 2024-25 and SY 2025-26 to date, the DCPS Division of Specialized Instruction (DSI) Secondary Transition Team has partnered with community-based organizations to facilitate secondary transition services for transition-aged (14-22 years old) students with disabilities. This promotes the offering of a range of transition services aimed at increasing readiness for postsecondary education, employment, and independent living for DCPS students with disabilities.

Collaboration with local vendors to provide students requiring travel training with the confidence and skills necessary to access internship sites and succeed beyond high school.

Project SEARCH Capital Area Region (PSCAR) is a “school-to-work” transition program offered through a partnership between DC Public Schools, DC DDS’ Rehabilitation Services Administration (DDS-RSA), hospitality partners, and Seeking Employment, Equality and Community (SEEC). 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 with hospitality host-site locations. The goal for each student is competitive, integrated employment by the end of the experience.

The DSI Secondary Transition Team has established a range of collaboration and host-site relationships to support 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 on the Certificate of IEP Completion pathway. Through these relationships, students gain exposure to the hospitality, horticulture, and health services sectors, as well as opportunities for job shadowing and the development of transferable workforce competencies. Formal Memoranda of Agreement are currently in place with the Washington DC Veterans Affairs Medical Center, Dreaming Out Loud, and UDC Firebird Farm. Internship Host Sites for the DCPS Workforce Development Center, in SY 2024-25 and SY 2025–26:

- Hilton Arlington National Landing – Expands student exposure to the hospitality sector and supports training in service-oriented roles.
- DC Veterans Affairs Medical Center – Provides pathways into healthcare support and patient-service roles.
- Dreaming Out Loud – Offers experience in food systems, urban agriculture, and sustainability initiatives.
- University of the District of Columbia (UDC) College of Arts, Urban Sustainability & Environmental Sciences – Delivers vocational training in horticulture, food systems, and entrepreneurship.

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- Tragedy Assistance Program for Survivors (TAPS) – Strengthens workforce readiness through community engagement and supportive service experiences.

To further expand work-based learning opportunities for students ages 14–21 and strengthen engagement with DC’s small-business community, the DSI Transition Team has also established new relationships with the following businesses and organizations: HR Records, Iymae Daily Organic Essentials, Gearin’ Up Bikes, Martha’s Table, Center for Independent Living, and DC Special Olympics.

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 collaboration 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.

**70. In table form, for SY24-25 and SY25-26, how many due process complaints did DCPS receive? Of those:**

- How many special education mediation requests did DCPS receive?
- How many did DCPS agree to mediation?
- How many were resolved through mediation?
- How many were not resolved through mediation?
- How many did DCPS prevail on issues when settled by Hearing Officer Determination?
- How many included at least one substantive violation by DCPS when settled by Hearing Officer Determination?
- How many did the Parent/Student prevail on all issues when settled by Hearing Officer Determination?
- For each complaint in which relief or compensation was ordered, what was the type of relief or compensation and the cost to DCPS?

Due Process Complaints						
<i>School Year</i>	<i>Total Complaints</i>	<i>HOD (Partial and Loss)</i>	<i>HOD (Win)</i>	<i>Settlement</i>	<i>Withdrawal</i>	<i>Dismissal</i>
SY24-25	191	78	14	47	32	16
SY25-26	94	11	6	17	9	4

**Cost to DCPS**

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Type	FY23	FY24	FY25	Low	High
Evaluations	\$ 74,985.14	\$ 114,243.01	\$ 52,651.03	\$ 53,000.00	\$ 115,000.00
Comp Ed: Related Services	\$ 62,787.31	\$ 107,213.62	\$ 65,088.36	\$ 63,000.00	\$ 108,000.00
Comp Ed: Tutoring	\$ 393,660.42	\$ 540,561.37	\$ 315,709.77	\$ 316,000.00	\$ 541,000.00
Comp Ed: Other	\$ 39,331.48	\$ 117,669.96	\$ 60,135.36	\$ 40,000.00	\$ 118,000.00
Reimbursements	\$ 1,996,597.34	\$ 1,329,913.54	\$ 1,958,720.42	\$ 1,330,000.00	\$ 1,997,000.00
<b>TOTAL</b>	<b>\$ 2,567,361.69</b>	<b>\$ 2,209,601.50</b>	<b>\$ 2,452,304.94</b>	<b>\$ 1,802,000.00</b>	<b>\$ 2,879,000.00</b>

### Mediation Requests

School Year	Mediation requested — Total	Requested by DCPS	Requested by Parent
SY24-25	13	5	7
SY25-26	36	30	2

71. For SY23-24, SY24-25, and SY25-26, for each disability category, how many students exited special education? Please note how many students exited because they graduated or completed their IEP Certificate.

### Students Exiting Special Education (SY23-24)

Disability Category	Graduated with Diploma	Received IEP Certificate	Total
Autism	28	15	67
Developmental Delay	0	0	52
Emotional Disability	22	1	43
Hearing Impairment	1	0	1
Intellectual Disability	13	18	41
Multiple Disabilities	29	6	50
Orthopedic Impairment	1	0	1
Other Health Impairment	63	2	110
Specific Learning Disability	140	0	230
Speech Language Impairment	4	0	173
Traumatic Brain Injury	0	1	1
Visual Impairment	1	0	3

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Total	302	43	772
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**Students Exiting Special Education (SY24-25)**

<i>Disability Category</i>	<i>Graduated with Diploma</i>	<i>Received IEP Certificate</i>	<i>Total</i>
Autism	29	14	70
Developmental Delay	0	0	58
Emotional Disability	14	0	25
Hearing Impairment	0	0	2
Intellectual Disability	13	9	26
Multiple Disabilities	23	4	43
Orthopedic Impairment	1	0	1
Other Health Impairment	75	0	110
Specific Learning Disability	181	0	257
Speech Language Impairment	3	0	176
Traumatic Brain Injury	1	1	2
Visual Impairment	0	0	0
Total	340	28	770

**Students Exiting Special Education (SY25-26)**

<i>Disability Category</i>	<i>Graduated with Diploma</i>	<i>Received IEP Certificate</i>	<i>Total</i>
Autism	0	0	12
Developmental Delay	0	0	14
Emotional Disability	0	0	1
Hearing Impairment	0	0	0
Intellectual Disability	0	0	1
Multiple Disabilities	0	0	6
Orthopedic Impairment	0	0	0
Other Health Impairment	0	0	8
Specific Learning Disability	0	0	23

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Speech Language Impairment	0	0	62
Traumatic Brain Injury	0	0	0
Visual Impairment	0	0	0
Total	0	0	127

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

- Number of related service providers assigned to the school, by discipline (if a related service provider serves more than one school, please indicate the number of hours they have available to serve the school);
- Caseload of related service providers assigned to the school by discipline; and
- Number of special education teachers assigned to the school.

Information about special education staffing is attached at Attachment Q72 - Staffing. Teacher counts reflect the number of teachers allocated to schools by Central Services. Additional teachers may have been funded by schools, repurposed by schools, or provided during the budget petition process. The count of Inclusion/Resource teachers includes teachers allocated to PK 10:6 classrooms.

**73. For SY24-25 and SY25-26, 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.**

<b>Students with Individualized Education Plans</b>			
<i>School Type</i>	<i>School Year 2023-2024</i>	<i>School Year 2024-2025</i>	<i>School Year 2025-2026</i>
DCPS	8,296	8,671	8,873
Dependent Public Charter	251	250	249
Non-Public Day	288	262	230
Residential	10	17	20

**74. What were the top five primary languages spoken by DCPS students in SY24-25? What strategies or initiatives has DCPS implemented to provide multi-lingual learners with necessary support in SY24-25 and SY25-26?**

**Top Five Primary Languages Spoken by DCPS Students (SY24-25)**



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<i>Home Language</i>	<i>Number of Students</i>
English	44,665
Spanish	8,193
Amharic	209
French	98
Chinese/Mandarin	62
Vietnamese	40

DCPS has taken several steps to provide multilingual learners with necessary supports:

**Family Engagement:** DCPS holds centralized Parent University Sessions with interpretation, the Language Acquisition Division (LAD) Welcome Center Holds in-person and virtual workshops with families (in response to requested topics), and the LAD Language Access Unit supports interpretation of school-based engagement opportunities.

**Language Access:** The Language Access Unit has increased translation and interpretation services.

**Instructional Support:** Support through the work of Managers and Specialists, as part of the Cluster Support Model, including increased training for educators on supporting multilingual learners.

**Summer Learning:** The English Learner Summer Academic Program (ELSAP) has provided specialized supports for MLs since 2012.

**SEL/Counseling Supports:** If schools do not have a bilingual counselor or mental health provider, Central Services provides support through the Itinerant Bilingual Counseling Team.

**75. For the New Heights program, please share the number of staff, 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; and**
- (d) Other program outcomes.**

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The New Heights Program for Expectant and Parenting Students provides expectant and parenting DCPS students with the resources and services essential to engaging in school, staying in school and graduating from a DCPS high school. In 2024-2025, New Heights served 120 students. Of the students in the program, 34 maternity students were connected to the Home and Hospital Instruction Program (HHIP) services. DCPS data shows that when students receive more New Heights resources, services, and workshops, they are more likely to graduate on time, attend school more frequently, and earn more credits.

<b>Students Participating in New Heights at DCPS</b>	
<i>School Name</i>	<i>Number of New Heights Students (1/21/26)</i>
Anacostia HS	N<10
Ballou HS	N<10
Dunbar HS	N<10
H.D. Woodson HS	N<10
Cardozo HS	N<10
Coolidge HS	N<10
Eastern HS	10
Jackson-Reed HS	N<10
Roosevelt SHS	10
Columbia Heights EC	N<10
Luke C Moore	20
Ballou STAY	N<10
Garnet-Patterson STAY	59
Kramer MS	N<10
Kelly Miller MS	N<10

<b>Data Points for New Heights Program</b>		
<i>Measure</i>	<i>SY 24-25</i>	<i>SY 25-26 (1/21/26)</i>
Staff	3	3
Total Students	120	144
Students Receiving Home and Hospital Instruction	34	18

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Students Receiving Other Support-school based (e.g., CDC referral)	82	47
4-year Graduation Rate	52%	TBD
5-year Graduation Rate	69%	TBD

**76. 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 regarding 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 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 seat is available. If not, Early Stages will offer a seat at the next closest school that has a seat available. The offered 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. Most unfilled PK4 seats are released prior to the beginning of the school year and may then be filled by schools from lottery waitlists.

**77. How many developmental screenings did the Early Stages program conduct in SY24-25 and SY25-26? How many were recommended for further evaluation? Please list the timeframe it took to complete the evaluations (i.e., the number and percentage of evaluations that were completed within 60 days, 90 days, 120 days, and the total that took longer than 120 days).**

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.

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Developmental Screenings Conducted		
<i>Category</i>	<i>SY 24-25</i>	<i>SY25-26 YTD (1.8.26)</i>
Students Screened	3,735	3,249
Recommended for Further Evaluation	813	468

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>2024 - 2025</i>	327 (90%)	23 (6%)	9 (2%)	4 (2%)
<i>2025 - 2026 YTD (1.8.26)</i>	68 (92%)	6 (8%)	0 (0%)	0 (0%)

An evaluation's timeline can only be included in the table above after the eligibility meeting has been held. Early Stages accepts initial referrals year-round so there will always be a significant number of screened children who are in the middle of the process at the time of reporting. Currently, there are 111 who are in the middle of the process. 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.

**78. Please identify the total number of Head Start children who are eligible for Head Start funding. Please identify how many of those eligible children the program served in SY24-25, and SY25-26. (b) If the need is greater (i.e., more children could be served), how does DCPS select the children actually enrolled? Where do these children attend school? (c) Why isn't DCPS seeking more Head Start funding to serve more children?**

During SY21-22, SY22-23, SY23-24, SY 24-25, and SY 25-26 DPCS received funding through the Office of Head Start to serve 250 Head Start eligible children and families, and DCPS has enrolled and is serving 250 Head Start eligible children.

In alignment with Head Start performance standards ( [1302.14 Selection process. | HeadStart.gov](#)), DCPS has established selection criteria for enrollment that can be used in the event that there are more than 250 eligible children who are interested in participating. Selection criteria include, for example, whether the child is homeless, in foster care, receives SNAP or TANF, or has any special needs (i.e., has an IEP or 504 plan). Any child who cannot be enrolled in Head Start will still be able to attend that school as long as there is a seat (they enroll in Head Start after they have enrolled in the school). Students at the school that are not enrolled in Head Start will not be eligible for Head Start funded supports (i.e.,

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enhanced family services, mental health, and health supports). They will be eligible for any resources offered by the school – i.e. the school counselor, social worker, etc.

DCPS will complete our application for our next 5-year grant this spring, but we are only eligible to apply for the same level of funding (250 students). The only way to apply for an expansion is if the Office of Head Start requests applications, and they are not doing so at this time. If that happens in the future, DCPS is open to exploring and potentially applying for an expansion.

#### **79. 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?**

##### Alignment With Federal Head Start Requirements

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. We will apply for another 5-year grant for the same amount this Spring. This grant enables DCPS to provide Head Start programming in seven elementary schools in Wards 7 and 8. These seven schools (CW Harris, Garfield, 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 fifth 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 the Office of Teaching and Learning.
- 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.

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- 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 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.

#### Providing High Quality Educational Experiences

DCPS has selected Pre-K curricular materials that ensure high quality learning experiences. For example, DCPS adopted the Building Blocks math curriculum. Building Blocks was selected as our early childhood math curriculum because 1) it is aligned with how young children learn best – through hands-on, playful learning that promotes higher-level thinking and reasoning; 2) it is aligned with DCPS’ kindergarten expectations for math and focuses on the key mathematical skills and concepts that are most predictive of children’s school success; and 3) it works – Research has consistently shown that children who participate in the Building Blocks curriculum significantly outperform other students on key math skills, with effect sizes more than double what is typically seen in early childhood curriculum research.

DCPS is participating in CCSSO’s High Quality Instructional Materials State Network. Through this network, we collaborate with OSSE, charter partners, and other states to ensure implementation of HQIM in our Pre-K program.

DCPS provides robust coaching and professional development focused on high quality Pre-k specific practices. Our instructional team provides individualized coaching and facilitates multiple professional learning days for Pre-K teachers and para-professionals.

#### **80. For school years SY23-24, SY24-25, and SY25-26:**

**(a) Which DCPS schools partnered with the Flamboyant Foundation?**

**(b) How many DCPS schools conducted home visits?**

**(c) For each school that conducted home visits, please provide the total number of home visits.**

DC Public Schools (DCPS) conducts three types of home visits – early childhood visits with families prior to the start of the school year, reactive visits to intervene when attendance or other concerns arise, and proactive, relationship-building visits (at the home or a community location) supported by the Office of External Affairs and the Flamboyant Foundation. The below information relates to proactive, relationship-building visits only.

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Schools work closely with the Flamboyant Foundation and receive support from Central Services to conduct home visits. Schools receive support from the Flamboyant Foundation as “current partner schools,” and as “graduated partner schools.” While the level of support provided by Flamboyant is different for each school type, both groups of schools receive support from the Office of External Affairs at DCPS. These visits can occur at the family’s home, or at a preferred location in the community. Data provided includes visits that took place at the home and the community. The data provided for SY25-26 is as of 1/22/2026. Please see Attachment Q80 – Home Visits for this data in a spreadsheet format.

**Current partner schools** receive individualized coaching from Flamboyant and targeted supports as they move through a phased approach—beginning with relationship-building, then academic partnering, and finally leadership and sustainability. Most schools take about five years to complete these phases. DCPS provides funding to support relationship-building visits and to compensate teacher leads who take on additional responsibilities to strengthen family engagement.

**Graduated partner schools** have completed the three phases and no longer receive Flamboyant coaching. DCPS provides limited, tapering funding to support their transition. As schools graduate and sustain the work independently, DCPS and Flamboyant can bring new schools into the partnership and expand this work across the district.

Schools Completing Relationship-Building Visits			
	SY23-24	SY24-25	SY25-26
Number of schools who completed a relationship-building visit	33	30	30

**81. 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 SY24-25 and SY25-26 by school. Please note if school budgets were used to fund these programs.**

Please see Attachment Q81 - Partners for a spreadsheet of non-DCPS sponsored partnerships. This list reflects all partners that schools reported in Fall 2025 as actively working with their school this school year. Programs may receive funding from any combination of local and federal grants, local funding that is provided to DCPS by the District of Columbia, private donations, and/or through fees paid by parents.

**82. Please provide the mean, median, and mode for how long it took applicants to receive their clearances for SY24-25 and SY25-26. Break this down by broad categories of applicants.**

<b>Number of Days for Applicants to Receive Clearances (SY 24-25)</b>
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<i>Measurement</i>	<i>Current Employee</i>	<i>Volunteer</i>	<i>Coach</i>	<i>Prospective Employee</i>	<i>Contractor/ Program Provider</i>	<i>Student Teacher/ Intern</i>
Mean	9	12	17	11	18	12
Median	1	6	7	7	11	7
Mode	0	2	0	2	5	1

<b>Number of Days for Applicants to Receive Clearances (SY 25-26)</b>						
<i>Measurement</i>	<i>Current Employee</i>	<i>Volunteer</i>	<i>Coach</i>	<i>Prospective Employee</i>	<i>Contractor/ Program Provider</i>	<i>Student Teacher/ Intern</i>
Mean	2	12	13	11	16	11
Median	1	7	7	8	10	7
Mode	1	3	1	6	7	6

**83. How does DCPS measure the success and quality of any given NAF program? For each DCPS school with a National Academy Foundation (NAF), for SY24-25 and SY25-26, 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.

Information about NAF Academies is attached at Q83 – NAF Academies.

**84. Provide a list of schools with advisory models in SY25-26. 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 halls, 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



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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 and curriculum to meet the needs of their students, staff, and families. The schools listed below have advisory periods in SY25-26:

- Anacostia HS
- Ballou HS
- Ballou STAY
- Brookland MS
- Capitol Hill Montessori @ Logan
- Cardozo EC
- Columbia Heights EC (CHEC)
- Coolidge HS
- 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
- MacArthur High School
- MacFarland MS
- McKinley MS
- McKinley Technology HS
- Oyster-Adams Bilingual

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- Phelps ACE HS
- Ron Brown High School
- School Without Walls HS
- Stuart-Hobson MS
- Walker-Jones EC
- Wheatley EC
- Woodson, H.D. HS

**85. For SY24-25 and SY25-26, please list the number of field trips taken by each school and describe efforts made by DCPS to promote and expand experiential learning for students.**

DC Public Schools (DCPS) is committed to providing rigorous, real-world, and safe learning experiences for all students. This occurs through the core curriculum, specific learning experiences for all DCPS students called Cornerstones, Career and Technical Education, internships, and field trips.

DCPS works closely with many community partners to support students' access to the wealth of resources available in and around Washington, DC. The total number of trips taken during School Year 2024 – 2025 and School Year 2025 – 2026 (through January 27<sup>th</sup>, 2026) is below. Please note that 20 additional international trips are scheduled for the spring or summer of this school year.

<b>Field Trip Data</b>				
<i>School Year</i>	<i>Less than 50 miles and Day Trips</i>	<i>Greater than 50 miles or Overnight Trips</i>	<i>International Trips</i>	<i>Total</i>
SY24-25	3,555	309	23	3,877
SY25-26	1,473	102	1	1,576

DCPS works closely with the Office of Risk Management (ORM) to approve transportation providers and ensure student safety. To increase the number of available transportation vendors for field trips, DCPS recently took two actions:

1. Formally issued a Request for Quotation so that bus vendors could easily apply for approval by DCPS and the Office of Risk Management (ORM).
2. Updated the DCPS Standards of Agreement for bus vendors so that it aligns with ORM's requirements, thus ensuring greater clarity when bus vendors seek approval.



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To promote student safety on trips, DCPS has implemented SambaSafety, a tool that enables ongoing monitoring of bus driver motor vehicle records to enhance visibility into driver suitability and strengthen safety standards for students and staff participating in field trips.

All inquiries about bus vendors and field trips should be directed to [dcps.field-trips@k12.dc.gov](mailto:dcps.field-trips@k12.dc.gov).