

FY21 Performance Oversight Questions

DCPS Responses List of Attachments

- Q01Attachment_Org Chart and Vacancies
- Q02Attachment_Schedule A
- Q23Attachment_DCPS Procurements
- Q37Attachment_DCPS PARFY21 and Q37Attachment_DCPS FY22 Plan
- Q40 Attachment_DCPS Budget Code Crosswalk
- Q52Attachment_DCPS School Security Contract
- Q70Attachment_Literacy Proficiency Rates

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. Also include the effective date on the chart.

Please see **Q01Attachment_Org Chart and Vacancies**.

2. Please provide, as an attachment, a Schedule A for your agency which identifies all employees by title/position, current salary, fringe benefits, and program office through January 31, 2022. The attachment should be listed in descending order by current salary. The Schedule A also should indicate all vacant positions in the agency. Please do not include Social Security numbers.

Please see **Q02Attachment_ScheduleA**.

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

There have been no details to or from the agency during this fiscal year.

4. For fiscal year 2022, please list each employee whose salary was \$125,000 or more. For each employee listed provide the name, position title, salary, and amount of any overtime and any bonus pay.

Last Name, First Name	Primary Position - Title	Primary Position – Compensation Rate
Abbott, Scott	Director	132,221
Ager, Lora	Assistant Principal	138,702
Aird, Joan	Contract Specialist	126,508
Albert-Garvey,Carolyn	Instructional Superintendent	181,998
Aleibar, Tynika	Assistant Principal	145,939
Alexander, Desmond	Athletics Director	127,024
Allen, Andrea	Director	139,311

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Last Name, First Name	Primary Position - Title	Primary Position – Compensation Rate
Allen, Anitra	Director	132,221
Alston, Natalie	Director, Budget & Ops	125,095
Alston, Tawana	Assistant Principal	127,848
Amos, Brooke	Director, Rise	135,780
Anderson, Camille	Assistant Principal	131,467
Anderson, Jacqueline	Principal	158,000
Anderson, Vanessa	Principal	165,238
Anderson-Thompson, Simone	Assistant Principal	131,467
Angry, Katrell	Principal	154,382
Anthony, Ronald	Assistant Principal	138,702
Asaya, Latoya	Assistant Principal	138,702
Asterilla, Roger	Director	132,221
Atienza, Astrid Grace	Director	132,221
Austria, Maria Dolores	Director, Strategy	125,095
Baer, Sandi A	Assistant Principal	131,467
Baltimore-Husbands, Kemi	Principal	165,238
Barash, David	Chief	197,618
Bargeman, Gregory	Principal	162,825
Barnhart, Michael	Assistant Principal	129,055
Bartolomeo, Elizabeth	Deputy Chief, Comms	159,915
Becker, Emerald	Director, Enrollment	128,657
Beckwith, Lacondria	Principal	154,382
Bellamy, Gehrrie	Attorney Advisor	134,103
Bellamy, Sean	Assistant Principal	126,642
Berger, Anita	Principal	196,596
Berkowitz, Mscott	Principal	145,939
Berrocal, Rosa	Assistant Principal	143,526
Berry, Anita	Director	132,221

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Last Name, First Name	Primary Position - Title	Primary Position – Compensation Rate
Beswick, Carol	Speech Pathologist	128,707
Bethel, Eric	Instructional Superintendent	185,760
Bey, Drewana	Chief, Secondary Schools	203,264
Bhat, Sujata	Deputy Chief, SSPE	158,032
Bibbs, Monica	Director (CSO)	131,735
Blount, Summer	Assistant Principal	131,467
Boisvert, Mark	Assistant Principal	129,055
Booker, Kalik	Director (CSO)	127,024
Bradford, Ronald	Assistant Principal	143,526
Brady, Mellanie	Assistant Principal	129,055
Branch, Kennard	Principal	161,619
Branch, Shirley	Assistant Principal	129,055
Brann, Jasmine	Principal	158,000
Brawley, Jade	Assistant Principal	143,526
Bright, Semanthe	Principal	172,474
Brooks, Darrell	Director (CSO)	127,024
Broquard, Carrie	Principal	161,619
Brown, Divya	Director	128,657
Brown, Lauren	Director, ECE Family Services	125,095
Brown, Ricky	Director, Contract Security	125,095
Brown, Sabrina	Director, NAF Academy	127,024
Brown, Sah-U-Ra	Principal	168,855
Brunson, Mitchell	Principal	172,474
Bryant Mallory, Deitra	Sr. Dep Chief, Student Support	187,643
Bryant, Jade	Assistant Principal	133,878
Bryant, Michael	Director	125,095
Bryant, Milton	Assistant Principal	129,055
Bumpass, Gloria	Assistant Principal	145,939

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Last Name, First Name	Primary Position - Title	Primary Position – Compensation Rate
Burke, Kim	Principal	178,504
Burkett, Jennifer	Director, Math Strategy	125,095
Burks, Kermit	Principal	150,764
Burney, Marion	Comm And Engagement Officer	197,618
Burst, John	Principal	172,474
Burt, Laura	Director, Data Systems & Report	125,095
Bustillo, Alethea	Principal	165,238
Butler, Charlette	Principal	172,474
Butler, Dominique	Assistant Principal	129,055
Byrd, Stephanie	Principal	154,382
Cadet, Fabiola	Director, Strategy & Logistics	127,024
Caffee-Glenn, Dana	Director, ECE Strategy	125,095
Campbell, Ashley	Director, Professional Learning	125,095
Cannon, Latoshia	Assistant Principal	129,055
Carrington, Whitney	Director, Health Services	125,095
Cartagena, Gabriel	Director	128,657
Cartagena, Shajena	Assistant Principal	133,878
Carter, Cory	Assistant Principal	127,848
Carter, Marsha K	Psychologist (Et-11)	141,063
Carter, Tamara	Teacher, General Secondary	125,561
Cartwright, Crystal D	Assistant Principal	136,290
Caruthers, Andria	Instructional Superintendent	185,760
Cato, Marnie	Speech Pathologist	137,045
Cebzynski, Christopher	Principal	185,740
Cepeda, Aimee	Principal	168,855
Chen, Elke	Assistant Principal	133,878
Cherry, Shawn	Director, It End User Support	128,657
Chisholm, Latisha	Assistant Principal	133,878

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Last Name, First Name	Primary Position - Title	Primary Position – Compensation Rate
Chong-Qui Torres, Mayra	Director, Covid	125,095
Chor, Tanya	Attorney Advisor	126,829
Christopher, Eric	Assistant Principal	141,114
Clayman, Emily	Director	125,095
Clayton, Brandon	Principal	142,321
Cochrun, Laura	Director, OCOO Strategy	125,095
Cole, Karen	Deputy Chief, Cross Curricular	163,678
Cole, Sandra	Assistant Principal	131,467
Coleman, Kenya	Senior Director, SMH	142,524
Coleman, Latisha	Principal	151,969
Coleman, Latoya	Assistant Principal	129,055
Colgan, Corinne	Chief	199,500
Collins, Lynette	Supervisory Attorney Advisor	153,000
Compagnucci, Sean	Executive Director (Ex)	148,169
Compton, Martin	Director	142,907
Conley, Lauren	Specialist, Reading Recovery	130,346
Cooke, Lucas	Principal	168,855
Coward, Cory	Assistant Principal	129,055
Cox Jr, Donnell	Rise Resident Principal	125,434
Creppy Hetherington, Gladys	Assistant Principal	141,114
Cruz Cardona, Isora	Psychologist (ET-11)	130,572
Cruz, Shareen	Director, C&C Special Project	125,095
Cummings, Raymond	Assistant Principal	136,290
Cureton, Ronald	Assistant Principal	143,526
Dabney, Eric	Principal	138,702
Daniels, Abigail	Director	128,657
Daniels, Denise D	Psychologist (CSO)	134,590
Dasilva-Olaghere, Ajibade	Director, Strategy & Logistics	127,024

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Last Name, First Name	Primary Position - Title	Primary Position – Compensation Rate
Davis, Benjamin	Assistant Principal	133,878
Davis, Donnita	Assistant Principal	141,114
Davis, Jennifer	Director, ESP	135,780
Davis, Maya	Trial Attorney	134,103
Dawson, Jamie	Assistant Principal	133,878
Decorte, Anne	Director	128,657
Delabar, Amanda	Principal	165,238
Delaney, Andrea	Psychologist (ET-11)	128,707
Demammos, Rosanna	Director	128,657
Denmark, Alvin	Director (SSO)	127,024
Denson, Kyrissa	Assistant Principal	129,055
Deshields, Judonn	Instructional Superintendent	181,998
Dix, Shawna	Principal	142,321
Dogbe, Akela	Principal	154,382
Dohmann, Greg	Principal	151,969
Douglas, Kimberly	Principal	165,238
Douglas, Suriya	Assistant Principal	143,526
Eatman, Brandon	Assistant Principal	145,939
Eaves, Silean	Assistant Principal	131,467
Eborn, Franchita	Principal	144,734
Eckstein, Mary	Director (SSO)	127,024
Edghill, Judith	Speech Pathologist	137,045
Edwards, Kristie	Principal	161,619
Edwards, Leslie	Pir	154,382
Ejechi, Natalie	Assistant Principal	126,642
Elliott, Brenda	Chief, OSIS	203,264
Emmett, Joshua	Principal	176,092
Everette, Theresa	Director, Strategy & Logistics	129,416

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Last Name, First Name	Primary Position - Title	Primary Position – Compensation Rate
Ewbanks, Sara	Assistant Principal	136,290
Ferebee, Lewis	Chancellor	280,000
Fields, Arthur	Chief	203,264
Foster, Tracy	Principal	176,092
Fowlkes, Kinshasa	Assistant Principal	131,467
Francois, Allen	Director	139,344
Franklin Lundgren, Katherine	Principal	165,238
Fraser, Eric	Principal	165,238
Freeman, Tamesha	Speech Pathologist	133,886
Fuller, Cara	Principal	179,710
Fuller, Jade	Deputy Chief	156,150
Fuller, Terri	Principal	161,619
Gaines-Hoffman, Paige	Deputy Chief, School Improv	156,150
Galloway, Tarah	Assistant Principal	131,467
Garcia, Elba	Executive Director	129,416
Garcia, Emily	Director (SSO)	127,024
Gardner, Lauren	Director, Early Stages	125,095
Gaskins, Sharon	Chief	199,500
Gathers, Stacey	Assistant Principal	125,434
Gay Howard, Allecyn	Assistant Principal	133,878
Geoffroy, Jennifer	Principal	158,000
Ghassemieh, Breanna	Assistant Principal	126,642
Giron, Katherine D	Assistant Principal	129,055
Gloor, Brian	Assistant Principal	133,878
Goff, Angela	Director, Special Education	131,735
Golden, Malaika	Principal	172,474
Goodman, Tiffany	Assistant Principal	138,702
Gorham, Derek	Principal	154,382

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Last Name, First Name	Primary Position - Title	Primary Position – Compensation Rate
Gotel, Douglas	Director, Trauma Informed Init	125,095
Govan, Eboni	Attorney Advisor	130,166
Gray, Shelly	Principal	142,321
Green, Dawnica	Assistant Principal	133,878
Green, Delisa	Speech Pathologist	133,886
Green, Jennifer	Assistant Principal	133,878
Gregory, Shyra	Director	128,657
Griffin, Taeneress	Assistant Principal	129,055
Grimmett, Regina	Senior Deputy Chief	181,998
Guillen, Melissa	Rise Resident Principal	125,434
Gutierrez, Enrique	Press Secretary	125,095
Hagans, Pamela	Assistant Principal	133,878
Hailes-Tyler, Stephanie	School Counselor, Hs (11 Month	128,049
Haith, William	Principal	159,207
Hall, Carla	Director, School Mental Health	128,657
Hall, Morgan	Assistant Principal	133,878
Hall, Samantha	Psychologist (CSO)	130,865
Hammett, Emily	Director, Elementary Ela	132,221
Han, Zaneta	Director (SSO)	127,024
Handscorn, Andrea	Speech Pathologist	128,707
Hankton, Khadijah	Assistant Principal	138,702
Harris-Lindsey, Quinne	Supervisory Attorney Advisor	154,864.38
Hedlund, Phyllis	Principal	168,855
Hiller, Anthony	Senior Director, Core Content	140,642
Hills, Andral	Assistant Principal	131,467
Hilton, Laveta	Deputy Chief	156,150
Hines, Charon	Senior Advisor to the Chancellor	185,136.73
Hoagland, Joyce	Assistant Principal	129,055

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Holden, Marqus	Assistant Principal	136,290
Holm, Robert	Director, NAF Academy	127,024
Hooks, Calvin	Principal	154,382
Horton, Marian	Assistant Principal	131,467
Howard, Grant	Instructor, JROTC (ET-15)	125,561
Howard, Milo	Director, Student Support	128,657
Hubbard, Natalie	Principal	179,710
Hudson Hall, Conchita	Deputy Chief	163,678
Hunt li, Charles	Principal	159,207
Hunt, Amelia	Principal	172,474
Hunter, Angel	Principal	161,619
Hurtado-Aviles, Senova	Itinerant Bilingual Counselor	128,049
Hussain, Shenaz	Physical Therapist	134,024
Huston, Isabel	Director, Career & LD	125,095
Hwang, Kyu Ryung	Director, Assessments	125,095
Isaac, Sylvia	Principal	168,855
Ivory, Kaiulani	Director	132,221
Jaber, Robert-Michael	Executive Director (Ex)	148,169.28
Jackson, Kim	Chief	203,264
Jackson, Kimbria	Assistant Principal	131,467
Jackson, Nigel	Director, SMH	125,095
Jackson, Nikeysha	Principal	154,382
Jackson, Willie	Principal	207,450
Jeffries, Charelle	Director	125,095
Jellig, Gerard	Instructional Superintendent	185,760
Jenkins, April	Speech Pathologist	128,707
Jenkins, Levar	Principal	154,382
Jennings, Jessica	Chief, Communications	195,735

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Last Name, First Name	Primary Position - Title	Primary Position – Compensation Rate
Jennings, Shaunte	Principal	145,939
Jerkins, Courtney	Assistant Principal	129,055
Johnson, Errol	Assistant Principal	133,878
Johnson, Fatima A	Assistant Principal	141,114
Johnson, Jessica	Principal	158,000
Johnson, Tiffany	Principal	161,619
Jones Roney, Ashlie	Director	125,095
Jones, Earl	Assistant Principal	126,642
Jones, Lisa	Assistant Principal	131,467
Jones, Mary	Principal	195,390
Jones, Robin	Director, ECE Instruction	132,221
Jordon, Dwan A	Principal, Virtual School	179,710
Kabia, Tonya	Assistant Principal	136,290
Kargbo, Masaley	Director (CSO)	127,024
Karttunen, Kirsten	Director, School Data and Perf	125,095
Katt, Anna	Assistant Principal	126,642
Kellogg, Kristina L	Principal	136,290
Kennard, Maurice	Principal	182,123
Kennedy, Matthew	Assistant Principal	127,848
Kenyon, Miriam	Director	139,344
Kieh, Sakon	Director, Integrated Learning	125,095
Kim, Melissa M	Deputy Chancellor	239,918.17
Kinnell, Terriekki	Psychologist (CSO)	128,707
Kinsler, Brenda	Psychologist (ET-11)	137,045
Kiplinger, Brigham	Principal	158,000
Knight, Robyn	Assistant Principal	131,467
Krughoff, Anna	Principal	161,619
Kush, Ijeoma	Assistant Principal	145,939

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Last Name, First Name	Primary Position - Title	Primary Position – Compensation Rate
La Hue, Chrisanne	Director	132,221
Lam, Ryan	Principal	144,734
Lamb, Michael	Deputy Chief, Sold	163,678
Lambert, Mary	Director	128,657
Landeryou, David	Principal	186,947
Lappi, Jacob	Principal	150,764
Larkin, Kathryn	Instructional Superintendent	189,525
Lattimore, Phallon	Director (CSO)	127,024
Lawson, Maleikag	Assistant Principal	129,055
Lee, Kecha	Therapist, Speech & Language	133,886
Lee, Laena	Assistant Principal	129,055
Lesley, Kenneth	Director, NAF Academy	127,024
Lewis, Albert	Assistant Principal	127,848
Lewis, Christopher	Deputy Chief, Impact	159,915
Lewis, Joseph	Director, MTSS	135,780
Lewis, Louise	Assistant Principal	125,434
Little, Dewayne	Principal	159,207
Lucas, Demetrius	Principal	136,290
Lutz, Alysia	Principal	161,619
Lycknell, Norah	Principal	174,885
Lyons, O'kiyyah L	Principal	161,619
Macias, Armandina	Assistant Principal	138,702
Magrino, Marlene	Principal	176,092
Maignan, Genevieve	School Counselor, Bilingual	128,049
Maisterra, Amy	Deputy Chancellor	239,918.17
Mann, Dale	Principal	179,710
Martin, Clifton	Director	128,657
Martin, Kimberly	Instructional Superintendent	189,525

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Last Name, First Name	Primary Position - Title	Primary Position – Compensation Rate
Massey, William	Principal	168,855
Mayhew, Stephanie	Assistant Principal	136,290
Mays, Michelle	Director (SSO)	129,416
Mccall, Daniel	Attorney Advisor	153,833
Mccann-Williams, Sharron	Psychologist (ET-11)	138,044
Mcclam, Trinetta	Speech Pathologist	127,412
Mccray, Harold	Principal	154,382
Mcduffie, Staci	Assistant Principal	143,526
Mckan Thomas, Erin	Director, SLRS	125,095
Mckenzie, Tomeka N	Director, Redesign Team	143,526
Mcmillan, Linda	Assistant Principal	141,114
Meijer, Erika	Assistant Principal	131,467
Meliotis, Panagiotis	Assistant Principal	133,878
Mercer, Andrea	Assistant Principal	131,467
Merlos, Jaime	Assistant Principal	143,526
Miller, Chris	Assistant Principal	126,642
Miller, Penelope	Principal	144,734
Miller, Steven	Assistant Principal	136,290
Miller, Taneka	Dep. General Counsel, General	151,414.92
Mills, Michele	Coach, Instructional	127,555
Miranda West, Melodie	Assistant Principal	138,702
Mola, Arthur	Principal	172,474
Moment, Monica	Psychologist (CSO)	141,063
Montgomery, Tanisha	Director (CSO)	127,024
Morado, Christina	Assistant Principal	143,526
Morales, Jessica	Principal	161,619
Morant, Tamyka	Assistant Principal	138,702
Morris, Korey	Director, NAF Academy	127,024

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Last Name, First Name	Primary Position - Title	Primary Position – Compensation Rate
Morse, Elisabeth	Deputy Chief	163,678.23
Motiki, Tania	Speech Pathologist	128,707
Murphy, Jennifer	Assistant Principal	131,467
Naime, Karime	Director	128,657
Navarro, Sarah	Sr Dep Chief, Secondary School	181,998
Ndenecho, Tracy	Assistant Principal	136,290
Neal, Diedre	Principal	172,474
Nettles, Carlton	Director	125,095
Nguyen, Tina	Psychologist (ET-11)	141,063
Nicholas, Janell	Assistant Principal	131,467
Nicholas, Nia N	Assistant Principal	133,878
Nicholson, Nakia D	Deputy Chief, Talent Development	156,150
Nobles Thompson, Sydnee	Speech Pathologist	133,886
Norman, Donna	Speech Pathologist	133,886
Noth, Alyssa	Director, Intergovtl Affairs	125,095
Obando, Alyssa	Director, Isi	125,095
Ocansey, Bregeneve	Assistant Principal	143,526
Odom, Patricia	Assistant Principal	136,290
Odukoya, Tolulola	Director, Academic Acceleration	125,095
Ohlson, Cheryl	Deputy Chief, ECE	156,150
Osuna, Numa	Physical Therapist	138,044
Palmer, Cindy	Occupational Therapist	127,412
Parker, Sarah	Deputy Chief, Engagement	163,678
Payne Chauvenet, Helena	Principal	158,000
Payton, Gwendolyn	Principal	177,297
Peck, Lindsay	Director, DCPS Persists	125,095
Penn, Krishunda	Director (CSO)	127,024
Peoples, Aimee	Deputy Chief	156,150

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Last Name, First Name	Primary Position - Title	Primary Position – Compensation Rate
Perla Ralles, Rachel	Assistant Principal	131,467
Person, Dawn	Coach, Intervention (FSS)	130,346
Peters, Suzanne	Principal	150,764
Phillips, Donna	Director, Academic Innovation	128,657
Phillips, Keiron	Assistant Principal	131,467
Phillips, Sarah	Director, Sold	125,095
Pilgrim, Chunita	Principal	168,855
Pilot, Sonia	Psychologist (CSO)	134,590
Pinder, David	Chief, Leadership Development	203,264
Pineda, Elkin	Principal	139,909
Piner, Sharon	Assistant Principal	141,114
Pinnock, Sabrina	Speech Pathologist	133,886
Pitre, Nicole	Therapist, Speech & Language	133,886
Plenty, Shenora N	Principal	158,000
Popol, Leonel	School Counselor, Bilingual	128,049
Porro, Patricia M	Psychologist (CSO)	141,063
Posner, Michelle	Speech Pathologist	128,707
Powell, Darryl	Rise Resident Principal	141,114
Preston, Masi	Principal	172,474
Pridgeon, Michael T	Assistant Principal	129,055
Pritchard, Tenia N	Instructional Superintendent	189,525
Putman, Lisa	Director, (SSO)	135,780
Quinney, Kelly	Director, Align	125,095
Ralston, Justin	Principal	176,092
Randall, Linda	Director	132,221
Rayamajhi, Pankaj	Director (SSO)	127,024
Reda, Luccia	Assistant Principal	133,878
Reid, Grace Alwen	Principal	176,092

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Last Name, First Name	Primary Position - Title	Primary Position – Compensation Rate
Reif, Matthew	Director, Extended Learning	132,220
Richardson, Allen	Assistant Principal	126,642
Richardson, Kerry	Principal	151,969
Richardson, Naima	Assistant Principal	133,878
Richardson, Tavis	Assistant Principal	127,848
Rihani, Elizabeth	Director	132,221
Rivas, Ana	Psychologist (ET-11)	135,884
Rivas, Karen	Principal	154,382
Roberson, Andrea D	Psychologist (CSO)	137,045
Roberts, Jimmie	Assistant Principal	131,467
Robinson, Camille	Assistant Principal	138,702
Robinson-Rivers, Cynthia	Principal	172,474
Robson, Willina	Director	132,221
Rolle, Jon	Assistant Principal	133,878
Rosado, Lisa	Principal	158,000
Rosenbaum, Jennifer L	Deputy Chief, Acceleration	156,150
Ross, Donald K	Psychologist (CSO)	128,707
Ross, Ely	Chief	195,735
Rottman, Patrick T	Assistant Principal	138,702
Rountree, James A	Director	135,780
Rubin, Corinne	Occupational Therapist	128,707
Ruiz, Cinthia	Deputy Chief, Strategic School	158,032
Russell, Tyra	Assistant Principal	129,055
Salahuddin, Naimah V	Principal	158,000
Sanchez, Lorna	Psychologist (ET-11)	141,063
Sanders, Mark	Principal	165,238
Sauler, Elizabeth	Director, Language Learning	132,221
Schmitt, Amanda	Assistant Principal	136,290

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Last Name, First Name	Primary Position - Title	Primary Position – Compensation Rate
Schneider, Paul	Assistant Principal	126,642
Scroggins, Tiphany	Director, SPCI	125,095
Searl, Holly	Principal	179,710
Sewell, Gretchen	Assistant Principal	131,467
Shah, Monica	Assistant Principal	127,848
Shelby, Katreena	Principal	151,969
Shepherd, Carmen S	Principal	172,474
Showalter, Olamide	Assistant Principal	131,467
Shrestha, Prashish	Director, It Infrastructure	125,095
Shuell, Julie	Director, Head Start Quality A	128,657
Shultz, Stephanie	Deputy Chief	156,150
Siddiqui, Faiza	Director, Cluster Support	125,095
Simmons, Donnetta	Assistant Principal	129,055
Simpson, Chelsea	Teacher, Foreign Language	130,346
Singh, Danielle	Principal	168,855
Smith, Erica	Attorney Advisor	138,049
Smith, Nadine	Principal	159,207
Smith, Roman	Assistant Principal	143,526
Soles, Meredith	Speech Pathologist	127,412
Stafford, Kortni	Principal	172,474
Sticklor-Lipson, Jessica	Deputy Chief, Data	156,150
Stinson, Mary Ann	Instructional Superintendent	185,760
Stoogenke, Shayna	Occupational Therapist	135,884
Stover, John	Instructional Superintendent	189,525
Sullivan, Tydren O	Assistant Principal	126,642
Swiatocha, Andrea	Deputy Chief	163,678
Sykes, Tamikka	Principal	165,238
Taylor, Rennie	Assistant Principal	133,878

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Last Name, First Name	Primary Position - Title	Primary Position – Compensation Rate
Temoney, Freddie	Assistant Principal	129,055
Teyibo, Olatundun K	Director, NAF Academy	131,735
Thomas, Margaret	Chief Of Staff	195,735
Thomas, Monica	Assistant Principal	127,848
Thomas, Victorie	Principal	174,885
Thompson, Page	Assistant Principal	126,642
Thompson, Yiesha	Director	132,221
Thweatt, Adrian	Assistant Principal	141,114
Toiv, Alden	Deputy Chief, Strategic Initial	156,150
Tompkins, Jennifer	Principal	138,702
Torres, Veronica	Assistant Principal	125,434
Townsend, Camille	Principal	150,764
Trahan, Jaimee	Principal	150,764
Traynham, Tamica	Director	132,221
Tukeva, Maria	Principal	207,450
Tumaini, Kwabena	Assistant Principal	127,848
Turner, Clinton	Principal	161,619
Turner, Katherine	Assistant Principal	141,114
Tynes, Michael	Director, Compliance Inv.	125,095
Tzow, Helen	Director, OES	125,095
Vargas, Maribel	Assistant Principal	131,467
Vernon, Nichole	Psychologist (ET-11)	135,884
Verrani, Cyrus	Deputy Chief, Information Tech	159,915
Villegas, Ibis	Assistant Principal	141,114
Vroman, Megan	Principal	168,855
Walker, Kenneth	Assistant Principal	133,878
Wallace, Tracey L	Audiologist	141,063
Wang, Shana, Szu Hao	Director	131,783

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Last Name, First Name	Primary Position - Title	Primary Position – Compensation Rate
Washburn, Kevin	Director, Library Programs	125,095
Watson, Cassandra	Director	135,780
Watson, Dara	Director (CSO)	127,024
Wayne, Joshua	Director	142,907
Webb, Kathleen	Director	132,221
Webster, Rasheda	Assistant Principal	125,434
Webster, Toussaint	Director, Facilities MGMT	125,095
Weiler, Nicholas	Director	128,657
Welsheimer, Abby	Director, Secondary Ela	135,780
Wenzel, Kevin	Deputy Chief	156,150
West, Taylor	Assistant Principal	127,848
Westover, Maurine	Assistant Principal	131,467
Whisnant, Elizabeth C	Principal	189,360
White, Andri	Director (CSO)	126,881
White, Gradis	Assistant Principal	127,848
White, Tiffany	Rise Resident Principal	125,434
Wiemers, Elizabeth	Director, Pathways	128,657
Wiley, Joshua	Assistant Principal	129,055
Wilkerson, Courtney	Principal	168,855
Wilkins, Marian	Assistant Principal	131,467
Wilkinson, Simone	Assistant Principal	138,702
Williams, Alison	Deputy Chief, Content and Curriculum	163,678
Williams, Benjamin	Assistant Principal	145,939
Williams, Jennifer	Speech Pathologist	133,886
Williams, Kiana	Principal	165,238
Williams, Nicholas	Director	125,095
Williams, Nikita	Assistant Principal	133,878
Williams, Tonya	Assistant Principal	138,702

Last Name, First Name	Primary Position - Title	Primary Position – Compensation Rate
Wills, Toni A	Speech Pathologist	133,886
Wilson Wilkerson, Lori	School Counselor, Hs	128,049
Wilson, Alexander D	Director, NAF Academy	127,024
Wilson, Niyeka	Principal	172,474
Wilson, Valerie	School Counselor, HS	128,049
Woods-Jefferson, Jana	Deputy Chief	163,678
Wooten, Ronita	Psychologist (ET-11)	128,707
Wormsley, Rodney	Principal	159,207
Young Flucker, Erica	Psychologist (ET-11)	135,884
Young, Shanna	Principal	158,000
Young, Zara	Principal	168,855

5. Please list, in descending order, the top 15 overtime earners in your agency for fiscal year 2020. For each, state the employee's name, position or title, salary, and aggregate overtime pay.

Name	Position	FY21 Salary	Overtime Pay Received in FY21
Davis, Deric C.	Custodial Foreman	75,234	54,616.74
Lawrence, Jessica D	Custodial Foreman	59,114	42,557.53
Cephas, Allen	Custodial Foreman	68,328	33,147.71
Anderson, Keydra M.	Attendance Counselor	57,666	23,783.74
Simpson, Robert	Custodian	39,291	23,178.04
Dailey, Brandon	Custodial Foreman	44,574	21,687.24
Woodfork, Raymond S	Custodial Foreman	75,234	20,327.56
Rowe, Dennis H	Custodial Foreman	75,234	19,097.81
Long, John G	Custodial Foreman	75,235	17,325.43
Cruz, Joel	Custodian	40,706	16,531.98
Best, Christopher	Custodial Foreman	75,234	16,511.66

Name	Position	FY21 Salary	Overtime Pay Received in FY21
Bacote, Linda Y	Custodial Foreman	61,589	15,486.09
Sanders, Alonza E	Custodial Foreman	69,680	14,589.25
Meekins, David	Custodial Foreman	61,589	14,153.61
Richardson, Darrin L	Custodial Foreman	59,114	13,601.22

6. For fiscal years 2021 and 2022 (through January 31), please provide a list of employee bonuses or special award pay granted that identifies the employee receiving the bonus or special pay, the amount received, and the reason for the bonus or special pay.

Our district continues to focus on ensuring there are high-quality teachers, school leaders, and staff supporting the District's students. Compensating our employees for their outstanding contributions to our community remains a strategic priority to retain our most talented staff. However, due to sensitivity of sharing identifiable information, we are not able to provide staff level information.

	18-19		19-20		20-21	
	Staff	Total	Staff	Total	Staff	Total
Teachers	1575	\$17,452,000.00	1521	\$12,317,200.00	1521	\$12,814,864.15
Non-Teachers	545	\$2,026,700.00	541	\$1,644,200.00	550	\$ 5,153,649.97
School Leaders	44	\$805,000.00	84	\$1,392,500.00	84	\$1,910,315.18
Total	2164	\$20,283,700.00	2146	\$15,353,900.00	2155	\$19,878,829.30

7. For fiscal years 2021 and 2022 (through January 31), please list each employee separated from the agency with separation pay. State the amount and number of weeks of pay. Also, for each, state the reason for the separation.

DCPS is not able to provide separation information based on a need to maintain employee privacy. The table below details the administrative action and timeline for employees receiving Below Effective ratings in SY20-21. At the school-level, school leaders provide additional differentiated supports.

Teachers and School-Based Staff	
Rating	Administrative Action and Timeline
Developing	All employees whose Developing rating was directly preceded by two ratings of either Developing or Minimally Effective were informed in Summer 2021 that their final rating would result in their termination from DCPS.
Minimally Effective	All employees whose Minimally Effective rating was directly preceded by either a Developing rating or a Minimally Effective rating were informed in Summer 2019 that their final rating would result in their termination from DCPS. WTU and CSO members with Minimally Effective ratings in SY20-21 who were not subject to separation were informed in summer 2021 that their final rating would result in a step hold for SY21-22.
Ineffective	All employees with Ineffective ratings in SY20-21 were informed in Summer 2021 that their final rating would result in their termination from DCPS.

Staff members were encouraged throughout the year to access professional development through the *Learning Together to Advance our Practice* (LEAP) weekly seminar and coaching cycles, additional educational resources on Canvas including the Essential Practices Video Library, district-wide PD days, and through other avenues in order to further increase their effectiveness. Many Professional Learning opportunities are differentiated and can be based on growth areas to meet the unique needs of teachers.

FY21 Terminations and Excesses– Teachers and Other School Based Staff			
Actions	WTU	Non-WTU	Total
IMPACT Terminations	25	14	39
Reduction in Force (RIF) Terminations	0	91	91
Licensure Terminations	184	12	196
Other Terminations (Violations of Rules, Gross Misconduct, and Other LMER Separations)	27	143	170
Excessed WTU Members	11	0	11

Actions	WTU	Non-WTU	Total
Total Terminations	247	260	507

School leaders were encouraged by their managers throughout the year to access professional development in order to further increase their effectiveness. Superintendents also differentiate their coaching as needed. These leaders are also provided with opportunities to share their knowledge with other school leaders.

8. For fiscal years 2020, 2021, and 2022 (through January 31), please state the total number of employees receiving worker's compensation payments.

- FY20: 209
- FY21: 193
- F22 (to date): 114

9. Please provide the name of each employee who was or is on administrative leave in fiscal years 2021 and 2022 (through January 31). In addition, for each employee identified, please provide: (1) their position; (2) a brief description of the reason they were placed on leave; (3) the dates they were/are on administrative leave; (4) whether the leave was/is paid or unpaid; and (5) their current status (through January 31, 2022).

Please see the table below. Due to privacy concerns, DCPS cannot share employee names related to leave requests.

Administrative Leave FY2021 and FY2022						
Employee	Position	Reason For Leave or Detail	Leave Start Date	Leave End Date	Leave Type	Current Status
Employee 1	ISS Coordinator	Criminal/misconduct investigation	7/31/2020	2/1/2021	Unpaid	No longer at DCPS
Employee 2	Custodian	Misconduct Investigation	9/10/2020	4/26/2021	Paid	Active employee
Employee 3	Principal	Arrest-Charges related to official duties	11/10/2020	7/16/2021	Unpaid	Active employee
Employee 4	Custodian	Misconduct Investigation	11/20/2020	3/15/2021	Paid	Active employee

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Employee	Position	Reason For Leave or Detail	Leave Start Date	Leave End Date	Leave Type	Current Status
Employee 5	Director	Termination Notice Period	12/18/2020	1/4/2021	Paid	No longer at DCPS
Employee 6	Custodian	Misconduct Investigation	1/15/2021	2/12/2021	Paid	Active employee
Employee 7	ISS Coordinator	Criminal/misconduct investigation, then pending termination	2/2/2021	3/12/2021	Paid	No longer at DCPS
Employee 8	Psychologist	Termination Notice Period	2/17/2021	3/2/2021	Paid	No longer at DCPS
Employee 9	Custodian	Misconduct Investigation, then termination notice period	3/3/2021	3/30/2021	Paid	No longer at DCPS
Employee 10	Library/Media Specialist	Arrest-Charges related to official duties	3/9/2021	6/26/2021	Unpaid	No longer at DCPS
Employee 11	Coordinator	Termination Notice Period	3/9/2021	3/22/2021	Paid	No longer at DCPS
Employee 12	Teacher	Misconduct Investigation, then termination notice period	3/19/2021	5/23/2021	Paid	No longer at DCPS
Employee 13	Attendance Counselor	Misconduct Investigation	4/1/2021	6/1/2021	Paid	No longer at DCPS
Employee 14	Aide	Background Investigation	4/12/2021	4/24/2021	Paid	Active employee
Employee 15	Teacher	Arrested and Detained-unsure of charges	4/30/2021	8/16/2021	Unpaid	Active employee
Employee 16	Custodian	Misconduct Investigation	5/7/2021	7/9/2021	Paid	Active employee
Employee 17	Custodian	Misconduct Investigation	5/7/2021	7/22/2021	Paid	Active employee
Employee 18	Teacher	Termination Notice Period	5/10/2021	5/23/2021	Paid	No longer at DCPS
Employee 19	Custodian	Termination Notice Period	5/18/2021	5/31/2021	Paid	No longer at DCPS
Employee 20	Teacher	Misconduct Investigation	6/7/2021	6/23/2021	Paid	Active employee
Employee 21	Food Service Worker	Misconduct Investigation	6/9/2021	7/16/2021	Paid	Active employee

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Employee	Position	Reason For Leave or Detail	Leave Start Date	Leave End Date	Leave Type	Current Status
Employee 22	Computer Lab Coordinator	Termination Notice Period	7/1/2021	7/13/2021	Paid	No longer at DCPS
Employee 23	Staff Assistant	Termination Notice Period	7/2/2021	7/19/2021	Paid	No longer at DCPS
Employee 24	Executive Director	Termination Notice Period	7/6/2021	9/1/2021	Paid	No longer at DCPS
Employee 25	Custodian	MDAT, then termination notice period	7/8/2021	8/5/2021	Paid	No longer at DCPS
Employee 26	Custodian	Termination Notice Period	7/15/2021	7/28/2021	Paid	No longer at DCPS
Employee 27	Analyst	Termination Notice Period	7/16/2021	8/1/2021	Paid	No longer at DCPS
Employee 28	Pre-School Aide	Termination Notice Period	7/16/2021	8/1/2021	Paid	No longer at DCPS
Employee 29	Custodian	Criminal Investigation	7/16/2021	7/30/2021	Paid	Active employee
Employee 30	Teacher	Misconduct Investigation	8/12/2021	9/2/2021	Paid	Active employee
Employee 31	Assistant	Pending criminal charges	8/19/2021		Unpaid	Still on leave
Employee 32	Teacher	MDAT	8/31/2021	9/3/2021	Paid	Active employee
Employee 34	Educational Aide	Termination Notice Period	9/7/2021	9/20/2021	Paid	No longer at DCPS
Employee 35	Behavior Technician	Misconduct Investigation	9/14/2021	10/20/2021	Paid	Active employee
Employee 36	Custodian	Misconduct Investigation	9/14/2021	11/6/2021	Paid	No longer at DCPS
Employee 37	Teacher	Misconduct Investigation, then termination notice period	9/14/2021	12/3/2021	Paid	No longer at DCPS
Employee 38	Administrative Officer	Misconduct Investigation	9/15/2021	9/22/2021	Paid	Active employee
Employee 39	Custodian	Termination Notice Period	9/16/2021	9/29/2021	Paid	No longer at DCPS
Employee 40	Executive Director	Termination Notice Period	9/17/2021	9/30/2021	Paid	No longer at DCPS

Employee	Position	Reason For Leave or Detail	Leave Start Date	Leave End Date	Leave Type	Current Status
Employee 41	Custodian	Misconduct Investigation	10/5/2021	11/14/2021	Paid	Active employee
Employee 42	Teacher	Termination Notice Period	10/18/2021	11/1/2021	Paid	No longer at DCPS
Employee 43	Intervention Coach	Misconduct Investigation	10/27/2021	11/19/2021	Paid	Active employee
Employee 44	Teacher	Misconduct Investigation	11/8/2021	12/2/2021	Paid	Active employee
Employee 45	Aide	Fitness for Duty	11/15/2021		Paid	Still on leave
Employee 46	Librarian	Misconduct Investigation	11/15/2021		Paid	Still on leave
Employee 47	Behavior Technician	Misconduct Investigation	11/17/2021		Paid	Still on leave
Employee 48	Pre-School Aide	Misconduct Investigation	11/18/2021	12/20/2021	Paid	Active employee
Employee 49	Analyst	Misconduct Investigation	11/23/2021		Paid	Still on leave
Employee 50	Behavior Technician	Misconduct Investigation	12/6/2021		Paid	Still on leave
Employee 51	Library Media Specialist	Misconduct Investigation	12/17/2021		Paid	Still on leave

10. For fiscal years 2021 and 2022 (through January 31), please list, in chronological order, all intra-District transfers to or from the agency. Give the date, amount, and reason for the transfer.

Amount	FTE's	Sending Agency	Services	Fund No.
\$36,000.00		Board of Election & Ethics	Provide the custodial services based on the projected use of seven (7) DCPS Facilities used as polling sites (one (1) facility for the Ward 2 Special Election and six (6) DCPS facilities used as polling sites for the Presidential Primary Election	0704
\$1,954,241.25	12	OSSE - Sub Grants to Lea	Provide Vocational Educational instructions and programs	0727
\$500,000.00		OSSE - Sub Grants to Lea	Provide Vocational Educational instructions and programs	0727
\$26,319,169.00	604	OSSE Sub Grants to Lea - Title 1	Title I Part A funds to improve Teaching and Learning in High Poverty Schools	0733

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Amount	FTE's	Sending Agency	Services	Fund No.
\$2,364,074.40		OSSE Sub Grants to Lea - Title 1	Title I Part A funds to improve Teaching and Learning in High Poverty Schools	0733
\$5,557,827.00	27	OSSE Sub Grants to Lea - Title 2	Title II, Part A, Teacher and Principal Training and Recruiting	0735
\$631,000.00		OSSE Sub Grants to Lea - Title 2	Title II, Part A, Teacher and Principal Training and Recruiting	0735
\$963,735.71	3	OSSE Sub Grants to Lea - Title 3	Title III Elementary and Secondary Education Act	0736
\$65,978.00		OSSE Sub Grants to Lea - Title 3	Title III Elementary and Secondary Education Act	0736
\$3,254,047.04	13	OSSE Sub Grants to Lea - Title 4	Title IV Part - A Elementary and Secondary Education Act	0737
\$500,000.00		OSSE Sub Grants to Lea - Title 4	Title IV Part - A Elementary and Secondary Education Act	0737
\$4,608,164.00		OSSE Sub Grants to Lea - Title 4 - B	21st Century Continuation Grant Administrative Premium, Supplies and Other Services	0738
\$581,000.00		OSSE Sub Grants to Lea - Title 4 - B	21st Century Continuation Grant Administrative Premium, Supplies and Other Services	0738
\$387,495.00		OSSE State Revenue Match	State Revenue Match for Free and Reduced Meals	0740
\$17,295,215.00		OSSE Food Service - Lunch	School Lunch Program	0742
\$7,467,283.00		OSSE Food Service - Breakfast	School Breakfast Program	0743
\$1,130,342.00		OSSE Food Service - Lunch Summer	Summer Food Program	0744
\$490,350.00		OSSE Special Education - Diagnostic	Blackman Jones funds to provide Special Education and Related Services to Early Childhood Diagnostic Centers.	0752
\$400,000.00		OSSE Special Education - Incarcerated	Blackman Jones funds to provide educational instructions and programs for Special Education students at Incarcerated Youth Center	0754
\$10,981,066.00		OSSE Special Education-Idea	IDEA funds to provide educational instructions and programs for Special Education students	0756

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Amount	FTE's	Sending Agency	Services	Fund No.
\$694,201.00		OSSE Special Education-Idea	IDEA funds to provide educational instructions and programs for Special Education students	0756
\$124,909.34		OSSE Special Education-Preschool	IDEA funds to provide educational instructions and programs for Special Education Preschool students	0757
\$1,432,853.00		OSSE Food Service - Fresh Fruit & Veg.	Fresh Fruit and Vegetable Program	761
\$3,847,778.00		OSSE Food Service - Food Snack	Child and Adult Care Food Program	0767
\$70,000.00		McKinney VENTO	Title VII McKinney Vento Homeless Continuation Grant Assistance, in support of Every Student Succeeds Act.	0769
\$1,254,536.00		Healthy Schools Act	Healthy Snack Act	0771
\$516,112.00		Afterschool Snack and Supper Lieu Of Com	Child and Adult Care Cash for Commodities	0772
\$850,000.00		Monitor Children In Residential Trmt Ctr	To monitor children in residential treatment through culturally and linguistic responsive instruction as well as intervention	0780
\$16,200,000.00	91	Federal Medicaid Transfer	Medicaid Services	0799
\$20,000.00		Career And Technical Education Ballou AOHT	Supplemental activity funding to support twelve career academies at nine DCPS high schools	0803
\$20,000.00		Career And Technical Education Columbia AOHT	Supplemental activity funding to support twelve career academies at nine DCPS high schools	0803
\$20,000.00		Career And Technical Education Coolidge AOHS	Supplemental activity funding to support twelve career academies at nine DCPS high schools	0803
\$20,000.00		Career And Technical Education Dunbar AOE	Supplemental activity funding to support twelve career academies at nine DCPS high schools	0803
\$20,000.00		Career And Technical Education Eastern AOHS	Supplemental activity funding to support twelve career academies at nine DCPS high schools	0803

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Amount	FTE's	Sending Agency	Services	Fund No.
\$40,000.00		Career And Technical Education McKinley AOE	Supplemental activity funding to support twelve career academies at nine DCPS high schools	0803
\$20,000.00		Career And Technical Education Phelps AOE	Supplemental activity funding to support twelve career academies at nine DCPS high schools	0803
\$20,000.00		Career And Technical Education Wilson AOHT	Medicaid Services	0803
\$60,000.00		Career And Technical Education Woodson	Supplemental activity funding to support twelve career academies at nine DCPS high schools	0803
\$50,396.76		Career And Technical Education	Supplemental activity funding to support twelve career academies at nine DCPS high schools	0803
\$61,794.08		Career Technical Education Certification	Career Technical Education Certification Program	0806
\$37,341.00		TI3icy Idsr Ph22	Substantial Increase ICY Enrollment	0815
\$420,196.28		Pre-Employment Transition Services	Pre-Employment Transition Services (PETS) to students with disabilities	0817
\$523,000.00		DCPS Study Abroad Program	Dcps Study Abroad Program, CAH and DCPS	0828
\$3,200,000.00		Investment In Schools	Investment in schools	0829
\$500,000.00		Investment In Schools	Investment in schools	0829
\$366,922.00	3	Samhsa Prj Adv Wellness And Resilience	Project Advancing Wellness and Resilience Education (AWARE)	0831
\$145,272.56		Expansion Outreach	Expansion Outreach Behavioral Health	0834
\$43,390,371.27		ESSER II - Cares Cfda 84.425d	CARES ESSER GRANT	7546
\$120,634,000.00	1	ESSER III - Cares Cfda 84.425u	ESSER III American Rescue Plan (ARP)	7547
\$280,046,670.69	754			
Amount		Receiving Agency	Services	Fund
\$2,874,322.00		Department Of General Services	GAS	0101
\$17,094,934.00		Department Of General Services	ELECTRICITY	0101
\$7,344,156.00		Department Of General Services	WATER	0101
\$4,356,347.16		Department Of General Services	TELECOMMUNICATIONS	0101
\$548,925.81		Department Of General Services	MAINTENANCE AND REPAIRS - AUTO	0101

Amount	FTE's	Sending Agency	Services	Fund No.
\$32,660.00		Department Of General Services	FUEL - AUTOMOTIVE	0101
\$201,942.00		Department Of General Services	SECURITY SERVICES	0101
\$7,464,395.00		Department Of General Services	RENTALS - LAND AND STRUCTURES	0101
\$427,000.00		Officer Of The Chief Technology Officer (WAN)	IT-WAN	0101
\$16,700,883.18		Officer Of The Chief Technology Officer (IT Services)	IT-Services	0101, 7546
\$22,800.00		Officer Of The Chief Technology Officer (WAN Upgrade)	WAN-UPGrade	0101
\$1,321,620.00		Department Of Corrections	IYP Services	0101
\$838,833.25		Department Of Columbia Public Library	Shared Technical Services	0101
\$640,311.30		Department Of Parks And Recreation	Pool Maintenance	0101
\$59,869,129.70				

11. Please list, in chronological order, every reprogramming of funds into or out of the agency for fiscal years 2021 and 2022 (through January 31). Include a “bottom line” that explains the revised final budget for your agency. For each reprogramming, list the reprogramming number (if submitted to the Council for approval), the date, the amount, and the rationale.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS REPROGRAMMING TRACKER - FY 2021				
Log #	Budget Analyst	Status	Amount	Purpose
22004	John Coskun	Complete	21,403,756.98	Reprogram funds to allocate budget in schools
22006	J. Harley	Completed	464,085.06	Reprogramming of intra-District Fund 0737
22009	Jacques Harley	Completed	1,800,000.00	Reprogramming of intra-District Fund 0733 Phase 21
22014	John	Complete	48,746,804.08	Reprogramming of intra-District Fund 7547 Phase 21
22012	S. Henderson	Complete	1,950.00	Reprogramming from Contractual Services to Professional Services

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Log #	Budget Analyst	Status	Amount	Purpose
22018	S. Henderson	Complete	15,000.00	Reprogramming from Education Supplies and Equipment to Contractual Services
22019	S. Henderson	Complete	3,142.86	Reprogramming to Contractual Services
22020	S. Henderson	Complete	3,000.00	Reprogramming Educational supplies to professional services
22021	S. Henderson	Complete	6,190.48	Reprogramming Admin Premium to contractual services
22022	J. Harley	Completed	123,492.60	Reprogramming to align with the FY22 Grant Application
22023	John	Complete	219,444.12	Reprogramming to align with the FY22 Grant Application
22024	S. Henderson	Complete	7,920.00	Reprogramming Professional Service Fees to Contractual Services for Live it Learn it
22025	S. Henderson	Complete	19,975.50	
22026	S. Henderson	Complete	13,142.86	
22027	S. Henderson	Complete	53,326.00	Reprogramming Psychologist to Social Worker
22029	S. Henderson	Complete	39,951.00	Correction to previous reprogramming
22031	S. Henderson	Complete	4,000.00	Reprogramming from admin premium to contractual services
22032	S. Henderson	Complete	10,000.00	Reprogramming from admin premium to EDU supplies and contractual services

Log #	Budget Analyst	Status	Amount	Purpose
22042	S. Henderson	Complete	20,000.00	Reprogram ESSER funds

12. Please list, in chronological order, every reprogramming within your agency during fiscal year 2022. Also, include both known and anticipated intra-agency reprogrammings. For each, give the date, amount, and rationale.

Log #	Date of Request	Budget Analyst	Status	Amount	Purpose
22004	11/1/2021	John Coskun	Complete	21,403,756.98	Reprogram funds to allocate budget in schools
22006	10/28/2021	J. Harley	Completed	464,085.06	Reprogramming of intra-District Fund 0737
22009	11/4/2021	Jacques Harley	Completed	1,800,000.00	Reprogramming of intra-District Fund 0733 Phase 21
22014	12/2/2021	John	Complete	48,746,804.08	Reprogramming of intra-District Fund 7547 Phase 21
22012	12/7/2021	S. Henderson	Complete	1,950.00	Reprogramming from Contractual Services to Professional Services
22018	12/7/2021	S. Henderson	Complete	15,000.00	Reprogramming from Education Supplies and Equipment to Contractual Services
22019	12/7/2021	S. Henderson	Complete	3,142.86	Reprogramming to Contractual Services
22020	12/8/2021	S. Henderson	Complete	3,000.00	Reprogramming Educational supplies to professional services
22021	12/8/2021	S. Henderson	Complete	6,190.48	Reprogramming Admin Premium to contractual services
22022	12/9/2021	J. Harley	Completed	123,492.60	Reprogramming to align with the FY22 Grant Application
22023	12/9/2021	John	Complete	219,444.12	Reprogramming to align with the FY22 Grant Application
22024	12/7/2021	S. Henderson	Complete	7,920.00	Reprogramming Professional Service Fees to Contractual Services for Live it Learn it
22025	12/15/2021	S. Henderson	Complete	19,975.50	McKinley HS reprogram ESSER 2 funds
22026	12/21/2021	S. Henderson	Complete	13,142.86	Browne EC reprogram ESSER 2 funds
22027	12/21/2021	S. Henderson	Complete	53,326.00	Reprogramming Psychologist to Social Worker

Log #	Date of Request	Budget Analyst	Status	Amount	Purpose
22029	1/12/2022	S. Henderson	Complete	39,951.00	Correction to previous reprogramming
22031	1/13/2022	S. Henderson	Complete	4,000.00	Reprogramming from admin premium to contractual services
22032	1/14/2022	S. Henderson	Complete	10,000.00	Reprogramming from admin premium to Edu supplies and contractual services
22042	12/15/2021	S. Henderson	Complete	20,000.00	Reprogram ESSER funds

- 13. For fiscal years 2021 and 2022 (through January 31), please identify each special purpose revenue fund maintained by, used by, or available for use by your agency. For each fund identified, provide: (1) the revenue source name and code; (2) the source of funding; (3) a description of the programs that generates the funds; (4) the amount of funds generated annually by each source or program; and (5) expenditures of funds, including the purpose of each expenditure. For (4) and (5) provide specific data for fiscal years 2020, 2021, and 2022 (through January 31) and give starting and ending balances. You may wish to present this information first as a list (for numbers 1-5) and then as separate tables for numbers 4 and 5.**

Special Purpose Revenue Balances		FY20		FY21		FY22 (Through 01.20.22)			
SPR Name	SPR Code	Appropriated Balance	Expenditures	Month-13 (End-Of-Year) Balance	FY21 Appropriated Balance	FY21 Expenditures	FY22 Appropriated Balance	FY22 Year-To-Date Expenditures (1.20.22)	FY22 Year-To-Date Balance (01.20.22)
ROTC	602	\$2,282,241.46	\$2,142,620.30	\$139,621.16	\$945,309.00	\$945,309.00	\$833,081.00	\$202,278.98	\$680,802.02
Custodial	607	\$170,207.33	\$170,207.33	\$ -	\$28,001.45	\$28,001.45	\$467,009.00	\$ -	\$467,009.00
Security	609	\$441,214.17	\$441,214.17	\$ -	\$124,910.47	\$124,910.47	\$1,086,674.00	\$ -	\$1,086,674.00
Cafeteria	611	\$635,771.51	\$635,771.51	\$ -	\$2,120.15	\$2,120.15	\$1,305,250.00	\$1,077.26	\$1,304,172.74
Vending Machine Sales	613	\$34,959.01	\$34,959.01	\$ -	\$2,960.03	\$2,960.03	\$71,941.00	\$ -	\$71,941.00
Parking Fees	621	\$119,134.69	\$118,974.71	\$159.98	\$52,233.47	\$52,233.47	\$189,561.00	\$8,558.93	\$6,180.50

Special Purpose Revenue Balances		FY20			FY21		FY22 (Through 01.20.22)		
DHHS Afterschool Prog-Copayment	633	\$475,183.87	\$0.00	\$475,183.87	\$ -	\$ -	\$638,599.00	\$ -	\$638,599.00
E-Rate Education Fund	634	\$3,589,308.84	\$3,510,783.40	\$78,525.44	\$ -	\$ -	\$ -	\$ -	\$ -
DCPS Nonprofit School Food Service	640	\$1,971,459.54	\$1,804,130.82	\$167,328.72	\$ -	\$ -	\$4,935,563.00	\$276,092.21	\$4,006,247.06
School Facility Fund	641	\$ -	\$ -	\$ -	\$15,699.95	\$15,699.95	\$550,000.00	\$ -	\$550,000.00
TOTAL:		\$9,719,480.42	\$8,858,661.25	\$860,819.17	\$1,171,234.52	\$1,171,234.52	\$10,077,678.00	\$488,007.38	\$8,811,625.32

14. Please provide a table showing your agency's Council-approved original budget, revised budget (after reprogrammings, etc.) for fiscal years 2020, 2021, and the first quarter of 2022. In addition, please explain the variances between fiscal year appropriations and actual expenditures for fiscal years 2020 and 2021.

2019 - At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.			
Agy Fund	Sum of Original Budget	Sum of Budget Revision	Sum of Total Expenditures
0101	847,735,517	(1,534,932.90)	846,116,422
0602	868,191	(88,995.69)	623,945
0607	443,503	(39,212.40)	404,291
0609	959,959	(119,616.23)	840,343
0611	995,608	83,110.62	1,078,719
0613	62,195	(6,448.34)	55,747
0621	177,658	(27,239.50)	150,419
0633	787,500	(148,901.13)	638,599

Responses to FY21 Performance Oversight Questions
DC Public Schools

Agy Fund	Sum of Original Budget	Sum of Budget Revision	Sum of Total Expenditures
0634	2,821,367	(165,690.91)	2,655,676
0640	3,015,576	229,583.33	3,245,160
0704	36,000	18,149.29	54,151
0705	-	1,000,000.00	1,000,000
0726	2,500,000	(100,512.57)	2,399,487
0727	2,770,325	887,641.70	3,657,967
0731	1,005,892	3,027.49	1,008,919
0733	29,543,313	129,708.17	29,673,021
0735	5,375,560	469,068.55	5,844,628
0736	839,647	(10,718.96)	828,928
0738	4,122,500	(68,666.58)	4,053,834
0740	344,869	(62,450.00)	282,419
0742	15,392,680	(1,357,555.41)	14,035,125
0743	6,645,855	(1,024,465.43)	5,621,390
0744	750,000	(82,079.37)	667,921
0752	490,350	0.46	490,350
0754	900,000	0.00	900,000
0756	9,924,624	426,110.97	10,350,735
0757	105,720	(16,886.56)	88,833
0761	1,275,234	(412,241.15)	862,993
0767	3,424,509	(771,950.50)	2,652,559
0769	-	86,340.57	86,341
0771	1,449,483	(384,939.25)	1,064,544
0772	459,338	(225,825.06)	233,513
0780	850,000	0.22	850,000
0799	15,000,000	1,573,241.54	16,573,242
0803	550,000	(37,655.76)	516,534
0806	59,238	2,767.53	62,006
0815	-	13,280.83	13,281
0817	440,758	(160,999.90)	279,758
8110	17,500,000	(17,500,000.00)	(0)
8200	16,172,828	15,757,455.58	31,930,283
8400	644,373	2,843,205.27	3,487,578

Responses to FY21 Performance Oversight Questions
DC Public Schools

Agy Fund	Sum of Original Budget	Sum of Budget Revision	Sum of Total Expenditures
8450	-	119,857.38	119,857
0737	72,826	2,933,451.57	3,006,277
0826	-	256,778.25	256,778
0829	-	1,599,957.00	1,599,957
0830	-	30,000.00	30,000
0828	-	998,809.77	998,810
0831	-	41,604.80	41,605
0809	-	108,729.33	108,729
1734	-	811,633.85	811,634
0832	-	745,113.98	745,114
0716	-	363,196.98	363,197
0823	-	0.00	(0)
0750	-	0.00	0
0818	43,269	(43,269.00)	-
0730	-	0.00	0
0819	-	27,338.00	27,338
0746	-	0.00	-
0827	-	31,500.00	31,500
(blank)			
Grand Total	996,556,264	7,199,410.43	1,003,520,452

2020 - At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.			
Agy Fund	Sum of Original Budget	Sum of Budget Revision	Sum of Total Expenditures
0101	902,522,981	11,054,250.21	912,453,158
0602	897,709	1,384,532.46	2,142,620
0607	467,009	(296,801.67)	170,207
0609	1,086,674	(645,459.83)	441,214
0611	1,095,169	(459,397.49)	635,772
0613	70,654	(35,694.99)	34,959
0621	189,561	(70,426.31)	118,975

Responses to FY21 Performance Oversight Questions
DC Public Schools

Agy Fund	Sum of Original Budget	Sum of Budget Revision	Sum of Total Expenditures
0633	978,863	(503,679.13)	0
0634	4,000,134	(410,825.16)	3,510,783
0640	5,902,699	(3,931,239.46)	1,804,131
0704	36,000	(853.36)	35,147
0705	-	322,837.02	322,837
0726	2,500,000	0.00	2,500,000
0727	3,046,719	52,938.74	3,099,658
0731	425,259	155,498.22	580,757
0733	29,540,409	(1,855,977.86)	27,684,431
0735	5,375,560	330,958.43	5,706,518
0736	839,647	(79,838.72)	759,808
0738	4,122,500	(996,619.69)	3,125,880
0740	344,869	(55,850.46)	289,019
0742	15,392,680	(7,007,875.79)	8,384,804
0743	6,645,855	(3,331,454.85)	3,314,400
0744	750,000	1,875,552.92	2,625,553
0752	490,350	(20,682.72)	469,667
0754	400,000	0.00	400,000
0756	9,924,624	246,958.54	10,171,583
0757	103,754	14,570.81	118,325
0761	1,275,234	(814,226.89)	461,007
0767	3,424,509	(2,095,594.49)	1,328,915
0769	-	55,014.20	55,014
0771	1,449,483	(582,994.62)	866,488
0772	459,338	(366,781.63)	92,556
0780	850,000	0.00	850,000
0799	16,200,000	5,717,131.46	21,917,131
0803	550,000	73,102.04	623,102
0806	-	25,288.50	25,289
0815	-	35,817.25	35,817
0817	-	325,557.73	325,558
8110	30,000,000	(30,000,000.00)	(0)
8200	15,914,914	14,848,904.80	30,763,819

Responses to FY21 Performance Oversight Questions
DC Public Schools

Agy Fund	Sum of Original Budget	Sum of Budget Revision	Sum of Total Expenditures
8400	2,652,085	(98,628.83)	2,553,456
8450	-	1,093,410.77	1,093,393
0737	2,029,346	956,051.01	2,985,397
0826	-	299,860.09	299,860
0824	-	14,841.00	14,841
0829	-	4,214,933.09	4,214,933
0830	-	15,000.00	15,000
0828	-	277,385.59	277,386
0831	-	351,602.58	351,603
0809	-	37,236.20	37,236
0833	-	235,397.14	235,397
8150	-	6,869,108.52	6,869,109
7545	-	2,451,435.76	2,451,436
0834	-	27,524.38	27,524
0641	550,000	(449,833.56)	-
Grand Total	1,072,504,588	(748,038.05)	1,069,671,473

2021 - At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.			
Agy Fund	Sum of Original Budget	Sum of Budget Revision	Sum of Expenditures
0101	982,008,778	(11,850,096)	952,157,593
0497	-	350,000	287,969
0602	833,081	112,228	945,309
0607	467,009	(439,008)	28,001
0609	1,086,674	(961,764)	124,910
0611	1,305,250	(1,303,130)	2,120
0613	71,941	(68,981)	2,960
0621	189,561	(137,328)	52,233
0633	727,500	(727,500)	-
0634	1,298,856	(1,298,856)	-

Responses to FY21 Performance Oversight Questions
DC Public Schools

Agy Fund	Sum of Original Budget	Sum of Budget Revision	Sum of Expenditures
0640	5,507,201	(5,507,201)	(0)
0641	550,000	(534,300)	15,700
0704	36,000	71,983	107,983
0705	-	-	0
0716	-	198,782	198,782
0726	2,500,000	(767,940)	1,732,060
0727	3,191,463	(269,339)	2,922,124
0731	-	-	(0)
0733	27,129,435	(1,204,336)	25,925,099
0735	5,511,185	230,008	5,741,193
0736	861,718	21,099	882,817
0737	3,171,493	(497,232)	2,673,103
0738	4,122,500	513,557	4,658,696
0740	282,419	2,652,341	2,934,760
0742	16,316,241	(13,847,957)	2,468,284
0743	7,044,606	(6,105,663)	938,943
0744	1,066,360	3,869,166	5,837,285
0752	490,350	(69,899)	420,451
0754	400,000	-	400,000
0756	10,182,770	(545,887)	9,777,390
0757	113,626	48,087	161,713
0761	1,351,748	(997,427)	354,321
0767	3,629,980	(2,375,851)	1,453,855
0769	85,600	9,382	97,337
0771	1,183,525	(740,126)	443,399
0772	486,898	(414,625)	82,273
0780	850,000	-	850,000
0799	16,200,000	3,849,550	20,049,550
0803	810,000	(379,242)	430,758
0806	26,000	7,888	30,128
0815	36,374	(16,855)	19,518
0817	412,782	(58,140)	383,712
0826	472,122	(298,035)	174,087

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Agy Fund	Sum of Original Budget	Sum of Budget Revision	Sum of Expenditures
0828	-	-	0
0829	3,700,000	(120,780)	3,579,220
0831	366,922	(21,545)	345,377
0833	-	58,707	58,707
0834	-	107,277	107,277
0835	-	26,826	26,826
7545	-	16,900,510	16,900,510
7546	-	31,317,267	31,317,267
7547	-	4,649,366	4,649,366
8110	30,000,000	(30,000,000)	-
8153	-	-	-
8200	5,879,370	16,951,092	22,815,327
8400	308,366	3,161,670	3,612,535
8450	-	56,002	57,288
(blank)			
Grand Total	1,142,265,705	3,603,746	1,129,236,118

2022 - At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.			
Agy Fund	Sum of Original Budget	Sum of Budget Revision	Sum of Expenditures
0101	994,180,045.41	(8,103,873.72)	268,241,197.91
0117	12,317,771.00	-	686,350.00
0497	-	350,000.00	138,573.94
0602	883,081.00	-	202,278.98
0607	467,009.00	-	-
0609	1,086,674.00	-	-
0611	1,305,250.00	-	1,077.26
0613	71,941.00	-	-
0621	189,561.00	-	-
0633	638,599.00	-	-
0640	4,935,563.00	-	276,092.21
0641	550,000.00	-	-

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Agy Fund	Sum of Original Budget	Sum of Budget Revision	Sum of Expenditures
0704	36,000.00	-	-
0726	-	-	13,737.49
0727	3,105,655.00	-	446,757.29
0733	28,119,169.00	-	2,469,317.86
0735	6,188,827.00	-	891,320.31
0736	1,029,713.71	-	236,749.51
0737	3,754,047.04	(0.00)	500,561.67
0738	5,189,164.00	-	338,106.11
0740	387,495.00	-	-
0742	17,295,215.00	-	96,136.25
0743	7,467,283.00	-	38,883.00
0744	1,130,342.00	-	-
0752	490,350.00	-	115,720.54
0754	400,000.00	-	153.96
0756	11,675,267.00	0.00	3,213,908.10
0757	124,909.34	-	28,077.21
0761	1,432,853.00	-	5,723.05
0767	3,847,778.00	-	25,364.24
0769	70,000.00	-	-
0771	1,254,536.00	-	10,965.70
0772	516,112.00	-	124.75
0780	850,000.00	-	248,414.82
0799	16,200,000.00	-	3,432,600.32
0803	290,396.76	0.00	(3,920.04)
0806	20,500.00	41,294.08	4,000.00
0815	37,341.00	-	-
0817	420,196.28	-	88,252.50
0826	-	-	35,728.14
0828	523,000.00	-	-
0829	3,700,000.00	0.00	757,662.40
0831	366,922.00	(0.00)	95,342.59
0834	145,272.46	-	46,594.50
0836	-	152,727.92	-
7054	-	29,930,833.00	4,612,606.71
7545	-	-	(28,944.85)

Agy Fund	Sum of Original Budget	Sum of Budget Revision	Sum of Expenditures
7546	39,052,277.38	4,365,669.94	2,121,121.22
7547	120,634,000.00	(0.00)	3,132,528.20
8110	17,500,000.00	-	-
8157	-	2,082,727.00	-
8200	10,198,758.00	-	957,606.11
8400	2,649,544.19	20,000.00	402,369.06
8450	-	4,546.83	-
(blank)			
Grand Total	1,322,728,418.57	28,843,925.05	293,879,139.02

15. Please list all memoranda of understanding (MOU) either entered into by your agency or in effect during fiscal years 2021 and 2022 (through January 31). For each, describe its purpose, indicate the date entered, and provide the actual or anticipated termination date.

MOU	Purpose	Date Entered	Actual or Anticipated Termination Date
FY21 DCPS – DOES 1	To facilitate the Building Trades Pre-Apprenticeship program	08/13/2021	09/30/2021
FY21 DCPS - MCPS	To document the transfer of allocations between DC Public Schools and Montgomery County Public Schools to provide Title I Services to eligible private school students	06/15/2020	06/14/2021
FY21 DCPS – DCHR 1 st and 2 nd Amendments	To complete Child Protection Register (CPR) and Sex Offender Registry (SPO) checks for DCPS employees, candidates, volunteers, and contractors	10/01/2020	01/31/2021 – 1 st Amendment; 06/30/2021 – 2 nd Amendment
FY21 DCPS - DPR	To continue after-school community services for DCPS students at the SE Tennis Learning Center	10/1/2020	08/15/2021
FY21 DCPS - DCHR	To provide suitability screening services	10/01/2020	09/30/2021
FY21 DCPS - DBH	To expand school-based behavioral health services	10/01/2020	09/30/2021

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

MOU	Purpose	Date Entered	Actual or Anticipated Termination Date
FY21 DCPS - DDS	To provide transition services (postsecondary employment, training, and placement) to students with disabilities aged 14-22	10/01/2020	09/30/2021
FY21 DCPS - OCFO	To facilitate credit and debit card transactions between vendors and DC Public Schools	10/01/2020	09/30/2021
FY21 DCPS - OSSE	To continue implementing the First Step Program	10/01/2020	09/30/2021
FY21 DCPS – DOES 2	To implement and fund the Career Ready and Career Bridge internship program	05/06/2021	09/30/2021
FY21 DCPS – DC Health 1	To provide medical supplies and equipment to DC Public Schools	06/21/2021	09/30/2021
FY21 DCPS – DC Health 2	To support COVID-19 vaccination efforts	08/1/2021	09/30/2021
FY21 DCPS – OSSE	To support COVID-19 testing in DC Public Schools	08/15/2021	09/30/2021
FY21 DCPS - MOLA	To facilitate the Career Bridge and Career Ready Internship Programs (career readiness opportunities for DC youth aged 14-24) in collaboration with the Mayor's Office of Latino Affairs	08/27/2021	09/30/2021
FY21-22 DCPS – Captive Insurance Agency	To reimburse Captive for the cost of procuring health insurance to cover DCPS student injuries incurred during athletic events	08/01/2021	08/01/2022
FY22 DCPS – OSSE 1	To maintain DCPS' participation in My School DC	10/01/2021	09/30/2022
FY22 Citywide Fixed Costs	To provide goods (electricity, water, telecommunications), services (web maintenance, network operations), and space to executive agencies including DCPS	10/01/2021	09/30/2022
FY22 DCPS – OCTO 1	To provide internet and wide-area network connectivity services to DCPS	10/01/2021	09/30/2022

MOU	Purpose	Date Entered	Actual or Anticipated Termination Date
FY22 DCPS – OSSE 2	To support COVID-19 testing in DC Public Schools	10/01/2021	09/30/2022
FY22 DCPS – OCTO 2	To provide IT Services to DCPS schools and office staff	10/05/2021	09/30/2022
FY22 DCPS – OCTO 3	To provide internet and wide-area network connectivity services to Ballou High School, Coolidge High School, and Roosevelt High School	Ballou 08/01/2021 Coolidge 07/01/2021 Roosevelt 08/01/2021	Ballou 06/30/2022 Coolidge 06/30/2022 Roosevelt 06/30/2022

- 16. D.C. Law requires the Mayor and the Chief Financial Officer to submit to the Council, simultaneously with a proposed budget submission, actual copies of all agency budget enhancements requests, such as the “Form B” for all District agencies (See D.C. Code § 47- 318.05a). In order to help the Committee understand agency needs, and the cost of those needs for your agency, please provide, as an attachment to your answers, all budget enhancement requests submitted by your agency to the Mayor or Chief Financial Officer as part of the budget process for fiscal years 2020, 2021, and 2022.**

DCPS works alongside the Office of the City Administrator (OCA) and the Office of the Deputy Mayor for Education (DME) to develop our annual budget. DCPS’ submitted budgets for FY20, FY21, and FY22 serves as a reflection of these efforts.

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

Below is a list of all currently open capital projects for DCPS. For additional information on specific small capital projects, please reference question 63.

Project Name	Project Description	Total Estimated Cost	Expenditures to date	Project Start Date	Project Completion Date	Project Status	Project Delayed? (Y/N)	Require Additional Funding (Y/N?)
YY180C-EATON ES RENOVATION/MODERNIZATION	Full Mod	\$ 66,673,011	\$ 58,910,894	Nov-18	Aug-21	Close Out	N	N
YY1BSC-BANNEKER HS CONSTRUCTION @ 925 RI AVE NW	Full Mod	\$ 126,091,410	\$ 111,050,085	Nov-18	Aug-21	Close Out	N	N
YY107C-LOGAN ES MODERNIZATION/RENOVATION	Full Mod	\$ 71,072,267	\$ 68,443,963	Nov-18	Aug-21	Close Out	N	N

*Responses to FY21 Performance Oversight Questions
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Project Name	Project Description	Total Estimated Cost	Expenditures to date	Project Start Date	Project Completion Date	Project Status	Project Delayed? (Y/N)	Require Additional Funding (Y/N?)
YY173C-WEST ES MODERNIZATION/RENOVATION	Full Mod	\$ 70,202,784	\$ 58,524,107	Nov-18	Aug-21	Close Out	N	N
YY153C-ROSS ES RENOVIATION	Full Mod	\$ 6,666,818	\$ 6,262,748	Nov-19	Aug-21	Close Out	N	N
YY1VNC-VAN NESS RENOVIATION	Addition Renovation	\$ 37,594,984	\$ 36,440,983	Nov-19	Aug-21	Close Out	N	N
YY105C-PROSPECT ES MODERNIZATION/RENOVATION	Full Mod	\$ 54,673,202	\$ 19,479,460	Oct-19	Aug-22	Ongoing	N	N
YY195C-SMOTHERS ES MODERNIZATION/RENOVATION	Full Mod	\$ 48,684,246	\$ 13,364,744	Oct-19	Aug-22	Ongoing	N	N
NM337C-RANDLE HIGHLANDS-MODERNIZATION/RENOV	Full Mod	\$ 14,688,786	\$ 612,298	Oct-20	Aug-23	Ongoing	N	N
YY193C-RAYMOND ES MODERNIZATION/RENOVATION	Full Mod	\$ 63,928,438	\$ 1,825,685	Oct-20	Aug-23	Ongoing	N	N
YY1MBC-BARD EARLY COLLEGE MODERNIZATION/RENOVAT	Full Mod	\$ 80,167,976	\$ 8,214,414	Oct-20	Aug-23	Ongoing	N	N
GI5FHC-FOXHALL MODERNIZATION/RENOVATION	Full Mod	\$ 61,045,000	\$ -	Oct-21	TBD	Pre Planning	N	N
YY1BKC-BUNKER HILL ES MODERNIZATION/RENOVATION	CDC	\$ 3,498,000	\$ -	Oct-21	Aug-22	Pre Planning	N	N
YY1MAC-MAC ARTHUR BOULEVARD SCHOOL	Full Mod	\$ 51,000,000	\$ 45,621,338	Oct-21	Aug-24	Pre Planning	N	N
YY1DHC-DOROTHY HEIGHT ES MODERNIZATION	Full Mod	\$ 64,213,497	\$ -	Oct-21	Aug-24	Planning	N	N
YY103C-FRANCIS/STEVENS ES MODERNIZATION/RENOVAT	Full Mod	\$ 78,838,049	\$ 4,602,597	Oct-21	Aug-24	Planning	N	N
YY176C-AITON ES RENOVATION/MODERNIZATION	Full Mod	\$ 60,864,770	\$ 2,528,264	Oct-21	Aug-24	Planning	N	N
YY182C-GARFIELD ES RENOVATION/MODERNIZATION	Full Mod	\$ 64,658,775	\$ 2,997,143	Oct-21	Aug-24	Planning	N	N
NQ937C-WHEATLEY ES MODERNIZATION/RENOVATION	CDC	\$ 3,093,088	\$ 3,660,815	Oct-21	Aug-22	Pre Planning	N	N
YY140C-AMIDON ES MODERNIZATION/RENOVATION	CDC	\$12,594,454.85	\$ 5,993,305	Oct-21	Aug-22	Pre Planning	N	N

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Project Name	Project Description	Total Estimated Cost	Expenditures to date	Project Start Date	Project Completion Date	Project Status	Project Delayed? (Y/N)	Require Additional Funding (Y/N?)
PE337C-DREW ES MODERNIZATION/RENOVATION	CDC	\$ 3,111,103	\$ 487,603	Oct-21	Aug-22	Pre Planning	N	N
PK337C-MARTIN LUTHER KING ES MODERNIZATION	CDC	\$ 4,611,865	\$ 1,828,955	Oct-21	Aug-22	Pre Planning	N	N
GI5PKC-EARLY ACTION PRE-K INITIATIVES	These projects upgrade the early childcare education spaces to promote optimal learning across various DCPS buildings	Varies	\$ 4,676,952	Ongoing	Ongoing	Ongoing	N	Y
GM101C-ROOF REPAIRS	These projects require the replacement of roof sections that are failing across various DCPS buildings	Varies	\$ 23,697,186	Ongoing	Ongoing	Ongoing	N	Y
GM102C-BOILER REPAIR	These projects address heating and cooling issues across various DCPS buildings	Varies	\$ 99,470,575	Ongoing	Ongoing	Ongoing	N	Y
GM120C-GENERAL MISCELLANEOUS REPAIRS	These projects address any programmatic or facility needs that are not maintenance related items across various DCPS buildings	Varies	\$ 38,825,992	Ongoing	Ongoing	Ongoing	N	Y
GM121C-MAJOR REPAIRS/MAINTENANCE	These projects address any programmatic or facility needs that are not maintenance related items across various DCPS buildings	Varies	\$ 60,564,677	Ongoing	Ongoing	Ongoing	N	Y
GM1SKC-SCHOOLS KITCHENS	These projects address any necessary kitchen improvements/health code violations across various DCPS buildings	Varies	\$ 150,394	Ongoing	Ongoing	Ongoing	N	Y

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Project Name	Project Description	Total Estimated Cost	Expenditures to date	Project Start Date	Project Completion Date	Project Status	Project Delayed? (Y/N)	Require Additional Funding (Y/N?)
GM1SNC-DCPS SCHOOL NAME CHANGE	These projects design and install of facilities' upgrades and changes as a result of a school name change, in support of the DC FACES Act.	Varies	\$ 10,629	Ongoing	Ongoing	Ongoing	N	Y
GM303C-ADA COMPLIANCE	These projects address ADA compliance across various DCPS buildings	Varies	\$ 20,173,114	Ongoing	Ongoing	Ongoing	N	Y
GM304C-LIFE SAFETY - DCPS	These projects address life safety needs across various DCPS buildings	Varies	\$ 14,666,886	Ongoing	Ongoing	Ongoing	N	Y
SG106C-WINDOW REPLACEMENT	These projects replaces windows that don't provide adequate natural light into the building, are broken, or past its useful life across various DCPS buildings	Varies	\$ 27,577,248	Ongoing	Ongoing	Ongoing	N	Y
SK120C-ATHLETIC FAC. IMPROVEMENT	These projects replace turf fields that fail the GMAX test and are a past its useful life across various DCPS buildings; it also replaces playgrounds that are past their useful life or are in poor condition/not safe for children	Varies	\$ 16,306,011	Ongoing	Ongoing	Ongoing	N	Y
YY1SPC-CENTRALIZED SWING SPACE	These projects address swing space needs for modernization projects. All full modernizations require a temporary swing space.	Varies	\$ 32,649,986	Ongoing	Ongoing	Ongoing	N	Y

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

Special Education Litigation Pending Cases

There are no special education litigation cases currently open.

Labor and Employment Litigation Pending Cases

A detailed listing of the labor and employment cases that are currently pending, can be found in the table below.

Description	Potential Agency Liability
WTU, Termination for Cause	Employee was terminated for cause. However, the matter was settled for \$20,000.00 and reinstatement. The Employee has filed a grievance for backpay from November 2020 to December 2020 (approximately 6 weeks). The Employee seeks an additional 20,000.00.
WTU, IMPACT step-hold	Employee grieved a Developing IMPACT rating. Employee prevailed. Potential exposure \$6,000.
IMPACT Termination filed with OEA	Employee challenged 2010 IMPACT termination. Case was remanded from DC Superior Court on at least two occasions. Ultimately, the ALJ found in favor of Employee and ordered reinstatement with backpay. OEA appeal was denied in February 2021. Due to the passage of time, backpay amount is approximately \$1,000,000. On or about February 2021 Agency filed an opposition arguing that the Employee had duty to mitigate damages during that 11-year period. Agency prevailed on its motion. Backpay was reduced significantly. However, the Employee has appeal rights. We are waiting to see if the Employee appeals to DC Superior Court.
Central Office Employee appealed his termination to OEA	A former Investigator appealed his termination. Case pending. Potential exposure approximately \$65,000.00
Central Office Employee appealed his termination to OEA WTU, Termination for Cause	Executive Director of School Security appealed his termination. Case pending. Potential exposure approximately 150,000.00 Employee was terminated for falsifying IEP data. WTU filed a grievance. Case is pending. Potential exposure 110,179.
AFSCME, IMPACT Termination filed with OEA	Employee challenged an IMPACT termination. Case pending before OEA. Potential exposure is \$42,948.
WTU, IMPACT Step-hold	Employee grieved a Developing IMPACT rating. Case is pending. Potential exposure \$6,000.

Description	Potential Agency Liability
WTU, Excessing	Employee was excessed. He filed an appeal. Agency settled in the amount of \$67,600 with reinstatement. The Employee was caught working for two school systems. The Employee was subsequently terminated. He has appealed the termination. Case is now pending with OEA.

*This list contains monetary amounts that are not exact but speculative in nature.

- 19. (a) Please list and describe any investigations, studies, audits, or reports on your agency or any employee of your agency that were completed at any time in fiscal years 2021 or 2022 (through January 31).**
(b) Please list and describe any ongoing investigations, audits, or reports of your agency or any employee of your agency.

During fiscal years 2021 and 2022 through January 31, 2022, the Office of the Inspector General (OIG) completed the following investigations, studies, audits, and reports of programs within DCPS.

OIG Audit Unit or Inspections and Evaluations Unit:

OIG Inspection of the Implementation of the Healthy Schools Act (HSA)

The OIG conducted this inspection to determine the extent to which the OSSE and DCPS implemented key components of curriculum standards of the Healthy Schools Act (HSA) that focus on health education and HIV/AIDS.

OIG issued 11 joint findings to DCPS and OSSE. The findings required DCPS and OSSE to collaboratively address sections of the HSA such as 1) attesting students received the required number of health education minutes; 2) having schools submit a waiver if unable to meet the HSA requirements; 3) implementing an enforcement mechanism; 4) modifying the school health profile to satisfy DCMR; 5) collaborating on verifying self-reporting; 6) engaging an outside entity to review the scope and sequence of health courses; 7) revising the school health profile form; 8) including questions for middle grades; 9) annually transmitting results to all principals; 10) establishing a process to review the health and physical education assessment; and 11) convening a working group to assess questions. DCPS agreed with six (6) of the recommendations, partially agreed with two (2), and disagreed with one (1) recommendation. The remaining two recommendations were better addressed by OSSE, as the functions were solely state education office functions.

Office of the District of Columbia Auditor Audits (ODCA):

During fiscal years 2021 and 2022 through January 31, 2022, the ODCA completed the following investigations, studies, audits and reports of programs within DCPS.

DCPS Fails to Effectively Monitor Title I Contract

ODCA conducted this audit based on information received from a District resident who recommended that the Auditor review DCPS' selection of the vendor awarded the Title I Equitable Services contract. ODCA found that the vendor DCPS selected was indeed the most qualified vendor that bid on the Title I contract and made recommendations that DCPS update some of its internal policies and procedures to strengthen internal controls. DCPS agreed with some and disagreed with some of ODCA's recommendations. DCPS modified the necessary internal procedures to ensure that procurement and monitoring processes align with applicable District regulations.

Office of the State Superintendent of Education Audits and Monitoring Visits:

During fiscal years 2021 and 2022 through January 31, 2022, the OSSE completed the following investigations, studies, audits and reports of programs within DCPS.

Consolidated Monitoring Report of Implementation of Federal Grants

OSSE conducted this annual monitoring to determine DCPS' compliance with implementation standards defined for federal grants obtained. The grants monitored were:

- Elementary and Secondary Education Act, as amended (ESEA), Title I, Part A: Improving Basic Programs Operated by Local Education Agencies;
- ESEA, Title I: 1003 School Improvement Funds;
- ESEA, Title I: 1003(g) School Improvement Grants (SIG);
- ESEA, Title II, Part A: Preparing, Training, and Recruiting High Quality Teachers, Principals and Other School Leaders;
- ESEA Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students;
- ESEA Title IV, Part A: Student Support and Academic Enrichment Grants;
- ESEA Title IV, Part B: 21st Century Community Learning Centers;
- McKinney-Vento Homeless Education Assistance; and
- Individuals with Disabilities Education Act (IDEA), Part B.

OSSE Management Decision Letter (MDL) for DCPS FY19 Audit Review

The OSSE issued a Management Decision Letter (MDL) to DCPS for finding # 2019-003 (prior year #2018-003), 2019-004, for programmatic non-compliance for the Child Nutrition Cluster (Office of Food & Nutrition Services), resulting from fiscal year 2019's A-133, Uniform Guidance Audit.

20. How many grievances have been filed by employees or labor unions against agency management? Please list each of them by year for fiscal years 2020, 2021, and 2022 (through January 31). Give a brief description of each grievance, and the outcome through January 31, 2022. Include on the chronological list any earlier grievance that is still pending in any judicial forum.

A listing of all grievances filed against agency management between FY20 and FY22 through December 22, 2021 (when the data pull was completed), can be found below. The listing provides information regarding the employee's union, the type of grievance, and status of the grievance. Due to privacy concerns, DCPS cannot share employee names.

Grievances filed w/LMER for FY 2020, 2021 & 2022			
	Pending	Closed	TOTALS
WTU	84	74	158
CSO	0	7	7
AFSCME	3	10	13
Teamsters	4	33	37
Central Office	3	14	17
TOTALS	94	138	232

Grievances filed with LMER for FY 2020, 2021 & 2022							
	Compensation	Excessing/RIF	IMPACT	Leave	Unjust Discipline	Work Conditions	TOTALS
WTU	10	16	71	2	49	5	153
CSO	0	0	0	0	7	0	7
AFSCME	1	0	3	3	6	0	13
Teamsters	4	4	7	4	17	1	37
TOTALS	15	20	81	9	79	6	210

Grievances filed with LMER for FY 2020, 2021 & 2022							
	Compensation	Excessing/RIF	IMPACT	Leave	Unjust Discipline	Work Conditions	TOTALS
WTU							0
<i>Pending</i>	4	10	44	1	22	3	84
<i>Closed/OGC/OLRCB</i>	6	6	27	1	27	2	69
	Compensation	Excessing/RIF	IMPACT	Leave	Unjust Discipline	Work Conditions	TOTALS

CSO							0
<i>Pending</i>	0	0	0	0	0		0
<i>Closed/OGC/OLRCB</i>	0	0	0	0	7		7
AFSCME	1	0	3	3	6	0	13
<i>Pending</i>	0	0	1	1	1	0	3
<i>Closed/OGC/OLRCB</i>	1	0	2	2	5	0	10
Teamsters	4	4	7	4	17	1	37
<i>Pending</i>	1		1		2		4
<i>Closed/OGC/OLRCB</i>	3	4	6	4	15	1	33
TOTALS	20	24	91	16	102	7	260

21. Please describe the agency’s procedures for investigating allegations of sexual harassment or misconduct committed by or against its employees. List and describe any allegations received by the agency in FY21 and FY22, to date, whether or not those allegations were resolved.

DCPS takes all complaints of harassment and misconduct very seriously. DCPS follows the investigation procedures outlined in Mayor’s Order 2017-313 for allegations involving DCPS staff members. Once a complaint is submitted, the allegations are reviewed by the Sexual Harassment Officer (SHO). When the SHO receives an allegation of staff misconduct, they review the initial submissions and conduct interviews of relevant parties, review documents, and evaluate case information to determine if the complaint was founded. LMER works to resolve the complaint as soon as possible; but no later than 60 business days from the date the complaint was filed. When allegations involve sexual harassment by or toward students, investigations are conducted in coordination with the DCPS Comprehensive Alternative Resolution & Equity Team (CARE) and reports to Metropolitan Police Department (MPD) and/or Child and Family Services Administration (CFSA) are made, as necessary.

Workplace sexual harassment complaints have decreased. The number of complaints went from 19 in FY19 to 12 in FY20 and 9 in FY21. All cases were investigated, and appropriate action was taken to resolve each complaint. Pursuant to the Mayor’s executive order on sexual harassment cases, DCPS cannot provide the names of complainants.

22. In table format, please list the following for fiscal years 2021 and 2022 (through January 31, 2022) regarding the agency’s use of SmartPay (credit) cards for agency purchases: (1) individuals (by name and title/position) authorized to use the cards; (2) purchase limits (per person, per day, etc.); and (3) total spent (by person and for the agency).

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Last Name	First Name	Title	Credit Limit-Billing Cycle (Monthly)	Sum of Transactions
Adams-Johnson	Dedra	Director (CSO)	\$20,000.00	\$145,610.06
Aguilar	Maria	Manager, Budget And Strategy	\$20,000.00	\$42,386.77
Albritton	Capricia	Manager, Strategy & Logistics	\$20,000.00	\$101,404.24
Almonte	Lisbeth	Program Specialist	\$20,000.00	\$112,192.49
Alvarado	Jacqueline	Director (SSO)	\$20,000.00	\$34,210.22
Alvarado	Veronica	Program Specialist	\$20,000.00	\$128,480.01
Anderson	Eryka	Coordinator (EG)	\$20,000.00	\$185,120.77
Ardon-Jones	Vanessa	Aide, Administrative	\$20,000.00	\$22,642.66
Argueta	Julia	Aide, Administrative	\$20,000.00	\$43,661.81
Bailey	Patricia	Administrative Officer	\$20,000.00	\$167,777.63
Balogun	Crystal	Business Manager	\$20,000.00	\$99,830.22
Barreto	Maria	Business Manager	\$20,000.00	\$25,659.13
Beck	Donna	Aide, Administrative	\$20,000.00	\$75,146.81
Berry	Cathy	Program Specialist	\$20,000.00	\$84,722.50
Beumel	Ann	Director, Strategy & Logistics	\$20,000.00	\$34,475.36
Bibbs	Monica	Director (CSO)	\$20,000.00	\$46,232.96
Bishop	Tamika	Business Manager	\$20,000.00	\$40,922.33
Blakeney	Alphonso	Manager, Strategy & Logistics	\$20,000.00	\$51,288.99
Blueitt	Kalyn	Manager, Strategy & Logistics	\$20,000.00	\$23,197.40
Boddie	Edwin	Manager, Strategy & Logistics	\$20,000.00	\$39,713.25
Booker	Kalik	Director (CSO)	\$20,000.00	\$12,856.69
Bostick	Todd	Director (SSO)	\$20,000.00	\$60,698.17
Branch-Mccaskill	Peggy	Coordinator (EG)	\$20,000.00	\$79,011.02
Brock	Beulah	Business Manager	\$20,000.00	\$42,625.49
Brown	Barney	Administrative Officer	\$20,000.00	\$28,772.37
Brown	Meghan	Project Manager (EG)	\$20,000.00	\$88,586.41
Buxbaum	John	Manager, Strategy & Logistics	\$20,000.00	\$43,370.79
Cadet	Fabiola	Director, Strategy & Logistics	\$20,000.00	\$66,394.56
Campbell	Jacqueline	Business Manager	\$20,000.00	\$50,479.32
Camphor	Kendra	Aide, Administrative	\$20,000.00	\$56,941.02
Carrion	Cesar	Business Manager	\$20,000.00	\$170,416.65
Cheston	Tara	Manager, Internal Engagement	\$20,000.00	\$22,679.01

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Last Name	First Name	Title	Credit Limit-Billing Cycle (Monthly)	Sum of Transactions
Clarke-Harrod	Veronica	Attendance Counselor	\$20,000.00	\$48,277.66
Coan	Alexandria	Manager, Strategy & Logistics	\$20,000.00	\$25,711.56
Collins	Jashaunda	Aide, Administrative	\$20,000.00	\$29,927.82
Cooke	Emma	Business Manager	\$20,000.00	\$10,779.68
Crowder	Christina	Coordinator (EG)	\$20,000.00	\$20,148.65
Curtis	Karen	Business Manager	\$20,000.00	\$91,072.62
Dannah	Shanquette	Coordinator (EG)	\$20,000.00	\$1,655.99
Davis	Laterria	Manager, Strategy & Logistics	\$20,000.00	\$62,377.06
Davis	Natasha	Director (CSO)	\$20,000.00	\$56,495.11
Denmark	Alvin	Director (SSO)	\$20,000.00	\$21,264.63
Dent	Brenda	Aide, Administrative	\$20,000.00	\$20,522.72
Diggs	Denise	Manager, Strategy & Logistics	\$20,000.00	\$9,836.02
Dunn	Andrietta	Business Manager	\$20,000.00	\$84,799.44
Duong	Hoa	Administrative Officer	\$20,000.00	\$96,939.48
Eckstein	Mary	Director (SSO)	\$20,000.00	\$4,089.00
Edelen	Theresa	Aide, Administrative	\$20,000.00	\$51,319.70
Everette	Theresa	Director, Strategy & Logistics	\$20,000.00	\$54,553.65
Ferguson	Ursula	Project Manager (EG)	\$20,000.00	\$18,427.74
Fox	Knicole	Business Manager	\$20,000.00	\$17,593.30
Francis	Bernadine	Administrative Officer	\$20,000.00	\$86,946.71
Frank	Andrew	Coordinator (EG)	\$20,000.00	\$99,448.49
Friedman	Shawna	Manager, Strategy & Logistics	\$20,000.00	\$9,901.72
Gallegos	Jeannine	Assistant, Strategy & Logistics	\$20,000.00	\$60,495.13
Galloway	Tarah	Director (CSO)	\$20,000.00	\$58,144.41
Garcia	Emliy	Director (SSO)	\$20,000.00	\$126,107.22
Ghassemieh	Breanna	Assistant Principal	\$20,000.00	\$21,798.23
Godfrey	Patrick	Coordinator, ORS	\$20,000.00	\$42,240.46
Green	Jennifer	Assistant Principal	\$20,000.00	\$11,380.91
Green	Michael	Manager, Strategy & Logistics	\$20,000.00	\$65,912.30
Guzman	John	Director (SSO)	\$20,000.00	\$160,679.78
Hable	Abigail	Specialist, Connected Schools	\$20,000.00	\$32,483.96
Han	Zaneta	Director (SSO)	\$20,000.00	\$50,898.74
Hatton	Tracy	Business Manager	\$20,000.00	\$199,340.61

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Last Name	First Name	Title	Credit Limit-Billing Cycle (Monthly)	Sum of Transactions
Hawkins	Tonya	Aide, Administrative	\$20,000.00	\$25,755.75
Heath	Lynnette	Business Manager	\$20,000.00	\$114,197.46
Heller	Alisha	Manager	\$20,000.00	\$20,945.29
Henderson-Amare	Akuei	Manager, Strategy & Logistics	\$20,000.00	\$14,065.91
Henson	Tiesha	Office Manager	\$20,000.00	\$10,860.12
Hill	Alicia	Business Manager	\$20,000.00	\$54,955.10
Holcombe	Allison	Director (SSO)	\$20,000.00	\$78,570.15
House	Chanel	Coordinator (EG)	\$20,000.00	\$113,148.19
Howard	Devin	Director (SSO)	\$20,000.00	\$32,962.13
Hunter	Vincent	Coordinator (SSO)	\$20,000.00	\$6,528.72
Hurt	Bridgette	Coordinator (EG)	\$20,000.00	\$45,149.98
Igbo	Kourtney	Coordinator, Grad Excellence	\$20,000.00	\$62,248.34
Jackson	Aaron	Business Manager	\$20,000.00	\$70,594.28
Jackson-Vines	Kimberly	Manager, Strategy & Logistics	\$20,000.00	\$54,767.59
James	Brittany	Aide, 10mo General Ed	\$20,000.00	\$19,001.60
Jaureguizar	Yolanda	Business Manager	\$20,000.00	\$75,945.35
Jeter	Charelle	Business Manager	\$20,000.00	\$31,039.58
Johnson	Kestaganer	Business Manager	\$20,000.00	\$18,408.48
Jordan	Ashli	Aide, Administrative	\$20,000.00	\$40,421.16
Kelley	Irving	Program Specialist	\$20,000.00	\$19,265.94
Kelly-Coleman	Margaret	Business Manager	\$20,000.00	\$43,486.50
Kennedy	Kathleen	Manager, Sead And Budget Ops	\$20,000.00	\$127,708.49
Kittrell	Monica	Program Specialist	\$20,000.00	\$179,139.78
Kleekpo	Roberta	Director (CSO)	\$20,000.00	\$67,167.84
Knight	Roland	Business Manager	\$20,000.00	\$163,813.47
Koontz	Patrick	Manager, Strategy & Logistics	\$20,000.00	\$45,698.68
Kyere	Eric	Business Manager	\$20,000.00	\$44,825.56
Lesesne	Neshawn	Business Manager	\$20,000.00	\$28,277.50
Lewis	Sofine	Manager, Strategy & Logistics	\$20,000.00	\$2,242.21
Lomax	Erika	Manager, Strategy & Logistics	\$20,000.00	\$75,930.83
Makle	Madeline	Manager, Strategy & Logistics	\$20,000.00	\$4,355.94
Malik	Siddeeqah	Assistant, Strategy & Logistics	\$20,000.00	\$29,558.93
Malry	Frances	Program Analyst	\$20,000.00	\$23,296.96

*Responses to FY21 Performance Oversight Questions
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Last Name	First Name	Title	Credit Limit-Billing Cycle (Monthly)	Sum of Transactions
Mappes	Ross	Specialist, Grant & Budget Comp	\$20,000.00	\$37,097.35
Martinez	Leslie	Administrative Officer	\$20,000.00	\$38,101.39
Maynard	Virginia	Business Manager	\$20,000.00	\$16,036.41
Mays	Michelle	Director (SSO)	\$20,000.00	\$12,945.75
Mccants	Elease	Manager, Strategy & Logistics	\$20,000.00	\$79,379.93
Mcfadgion	Carl	Director (CSO)	\$20,000.00	\$61,401.87
Mcfarlin	Cynthia	Assistant, Strategy & Logistics	\$20,000.00	\$34,308.94
Mcgreevy	Donna	Business Manager	\$20,000.00	\$23,614.03
Mejia	Mirna	Assistant, Strategy & Logistics	\$20,000.00	\$88,663.19
Mobley-Cox	Lajuana	Aide, Administrative	\$20,000.00	\$19,943.66
Montgomery	Tanisha	Director (CSO)	\$20,000.00	\$31,436.12
Nelson	Larniece	Business Manager	\$20,000.00	\$44,272.73
Newkirk	Michee	Aide, Administrative	\$20,000.00	\$3,462.00
Nguyen	Thanh	Manager, Strategy & Logistics	\$20,000.00	\$20,890.20
Nicholson	Mary	Coordinator, Budget And Data	\$20,000.00	\$149,704.45
Nixon	Rashimah	Manager, Strategy & Logistics	\$20,000.00	\$17,025.16
Oxendine	Akua	Manager, Strategy & Logistics	\$20,000.00	\$0.00
Parham	Constance	Manager, Design	\$20,000.00	\$1,886.94
Pearson	Keona	Specialist, Spec Instruct	\$20,000.00	\$75,325.40
Person	Wesley	Administrative Officer	\$20,000.00	\$18,422.82
Phillips	Keiron	Assistant Principal	\$20,000.00	\$37,073.98
Pryor	Marisa	Director, Strategy & Logistics	\$20,000.00	\$19,498.93
Ramirez	Lidia	Aide, Administrative	\$20,000.00	\$27,242.30
Ramirez	Nydia	Aide, Administrative	\$20,000.00	\$3,154.18
Richburg	Alexis	Administrative Officer	\$20,000.00	\$67,291.02
Rosende	Mary	Specialist, Budget & Strategy	\$20,000.00	\$0.00
Rottman	Larin	Assistant Principal	\$20,000.00	\$42,565.44
Salamanca	Gloria	Analyst, Budget FNS	\$20,000.00	\$47,683.37
Salazar	Farley	Business Manager	\$20,000.00	\$847.89
Sanderson	Jill	Business Manager	\$20,000.00	\$80,426.55
Schneider	Emily	Specialist, Budget Support	\$20,000.00	\$40,231.65
Seale	Eleanor	Business Manager	\$20,000.00	\$89,159.26
Simpson	Demetriums	Business Manager	\$20,000.00	\$79,744.58

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Last Name	First Name	Title	Credit Limit-Billing Cycle (Monthly)	Sum of Transactions
Soloway	Sonya	Specialist Innovation	\$20,000.00	\$73,181.87
Spearman	Lisa	Clerk, Data Entry Clerk	\$20,000.00	\$40,857.38
Stapleton	Charlene	Business Manager	\$20,000.00	\$37,083.74
Starks	Antwanette	Manager, Strategy & Logistics	\$20,000.00	\$24,285.71
Staten	Saudia	Director (CSO)	\$20,000.00	\$99,064.97
Staton	Ikey	Business Manager	\$20,000.00	\$29,603.74
Steed	Glenn	Business Manager	\$20,000.00	\$62,235.99
Stewart	Jayme	Administrative Officer	\$20,000.00	\$131,562.60
Taliaferro	Camerra	Manager, Strategy & Logistics	\$20,000.00	\$4,375.35
Tamami	Mehrnaz	Program Specialist	\$20,000.00	\$65,948.13
Tavares	Philip	Administrative Officer	\$20,000.00	\$25,692.81
Terry	Bernard	Coordinator, Program	\$20,000.00	\$92,883.88
Thiam	Mohamed	Business Manager	\$20,000.00	\$109,237.40
Turgeon	Ryan	Specialist Td Budget	\$20,000.00	\$55,937.51
Tynes	Xavier	Coordinator, Grant Admin	\$20,000.00	\$24,221.45
Viera	Keiry	Assistant, Strategy & Logistics	\$20,000.00	\$9,184.46
Vizian	Sonia	Program Specialist	\$20,000.00	\$69,545.74
Walker	Andrew	Manager, Strategy & Logistics	\$20,000.00	\$52,581.42
Walker-Mclean	Sandra	Business Manager	\$20,000.00	\$14,675.33
Walters	Jethro	Manager, Strategy & Logistics	\$20,000.00	\$61,376.67
Ware	Danny	Administrative Officer	\$20,000.00	\$80,149.00
Watkins	Tia	Manager, Strategy & Logistics	\$20,000.00	\$8,151.39
Watson	Dara	Director (CSO)	\$20,000.00	\$53,205.55
Welch	Colin	Director (CSO)	\$20,000.00	\$22,795.32
Welcome	Mary	Manager, Strategy & Logistics	\$20,000.00	\$51,410.03
West	Beverly	Coordinator (EG)	\$20,000.00	\$53,325.83
White	Crystal	Business Manager	\$20,000.00	\$25,710.66
Williams	Katherine	Coordinator ODSS	\$20,000.00	\$13,555.58
Williams	Kenya	Business Manager	\$20,000.00	\$25,449.97
Williams	Taheshiaw	Business Manager	\$20,000.00	\$48,216.57
Wilson	Drake	Director (CSO)	\$20,000.00	\$39,902.58
Wilson-Ross	Patricia	Business Manager	\$20,000.00	\$59,451.40
Winston-Stokes	Lisa	Business Manager	\$20,000.00	\$8,439.17

- 23. Please provide a list of all procurements for goods or services for use by your agency over \$10,000 for fiscal years 2021 and 2022 (through January 31). Give a brief explanation of each, including the name of the contractor, purpose of the contract, and the total dollar amount of the contract. Exclude from this answer purchase card (SmartPay) purchases.**

Please see **Q23Attachment_DCPS Procurements**.

- 24. (a) Please describe how your agency manages and limits its mobile, voice, and data costs, including cellular phones and mobile devices for central office staff.**

DCPS allocates a fixed amount of funding each year for new telecommunications service requests, including mobile, voice and data, through the Request for Telecommunications Services (RTS) system. In accordance with OCTO Telecommunications Service Acquisition Policy, OCTO has pre-negotiated telecommunications pricing for city-wide use and cost savings with all approved mobile device vendors. This pricing is available in the RTS system. DCPS's standard operating procedure limits the allocation of cellular and mobile hotspot devices to certain individuals based on their job function. Generally, employees who frequently travel for work (e.g. school visits) and/or may need to be contacted outside of work hours are provided with mobile devices and are expected to use the devices for work purposes only. By default, the hotspot feature is disabled on mobile lines. If a mobile hotspot is required, the employee manager must provide a valid justification in order to activate the hotspot on the cellular device or obtain a separate hotspot device. DCPS IT reviews requests and approved requests in RemedyForce, OCTO's IT Service Management System. Most employee mobile and data costs are the same; however, higher costs may occur as a result of additional equipment purchases.

(b) In table format if the answer is more than 20 lines, and as an attachment, please provide the following information for fiscal years 2021 and 2022 (through January 31), regarding your agency's use of cellular phones and mobile devices: (1) individuals (by name and title/position) authorized to carry and use such devices; (2) total annual expense (FY) for each individual's use; and (3) justification for such use (per person). If the list is more than 20 individuals, group the answer by program, giving the total number of FTEs for that program as well as the number of cellular phones and mobile devices. Please limit this list to central office staff.

DCPS will follow up with this data as soon as possible; we are working with OCTO to make this information available.

- 25. (a) Does your agency have or use one or more government vehicle? If so, for fiscal years 2021 and 2022 (through January 31), please list any vehicle the agency owns, leases, or has assigned to it. You may group the vehicles by category (e.g., 15 sedans, 33 pick-up trucks, three transport buses, etc.; and (6) what employee discipline resulted, if any.**

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Make	Model	VIN	Plate #	Ownership	Department Name	Department Fleet Manager
Chevrolet	Silverado	3GCPKREA4DG225831	DC-9353	Leased	Facilities	Andrea Swiatocha
Chevrolet	Traverse	1GNEVGKW6KJ278925	DC13418	Owned	Office of the Chancellor	Clifton Mathews
Toyota	Corolla	5YFBURHE5JP813245	DC12025	Leased	IT Department	Cyrus Verrani
Toyota	Corolla	5YFBURHE7JP808919	DC12428	Leased	OCOO- Office of the Chief Operating Officer	Ely Ross
Dodge	Ram 1500	1C6RR7KT1JS291652	DC12599	Leased	OCOO- Office of the Chief Operating Officer	Andrea Swiatocha
Chevrolet	Express Cargo Van	1GCWGAFB4J1217602	DC12406	Leased	OTL - Office of Teaching and Learning	James Mitaritonna / Charles West
Dodge	Grand Caravan	2C4RDGBGXJR276904	DC12485	Leased	OSE - Early Stages	Megan Brown
Ford	Crown Victoria	2FAFP73W04X120215	BJ7052	Owned	School Security	Michael Berry
Ford	Crown Victoria	2FAFP74W44X120216	BJ7053	Owned	School Security	Michael Berry
Chevrolet	Tahoe	1GNEK13Z24J167306	DC6732	Owned	School Security	Michael Berry
Chevrolet	Impala	2G1WB58K569417113	DC-5702	Owned	School Security	Michael Berry
Chevrolet	Impala	2G1WB57K291167267	DC7290	Owned	School Security	Michael Berry
Toyota	Tacoma	5TFCZ5AN1GX036095	DC11483	Owned	School Security	Michael Berry
Toyota	Takoma	5TFCZ5AN0GX027100	DC11473	Owned	School Security	Michael Berry
Dodge	Caravan	2D4CN1AEZAR454999	DC7916	Owned	School Security	Michael Berry
Toyota	Tacoma	5TFCZ5AN2GX046019	DC11528	Owned	School Security	Michael Berry
Toyota	Tacoma	5TFCZ5AN7HX049399	DC11527	Owned	School Security	Michael Berry
Toyota	Tacoma	5tfcz5an2gx036882	DC 11481	Owned	School Security	Michael Berry
Dodge	Grand Caravan	2C4RDGBG9ER41944	DC-13829	Leased	OCOS - Office of School Security	Michael Berry
Chevrolet	Impala	2G1WB58K669414365	DC5701	Owned	School Security	Mike Berry
Toyota	Tacoma	5TFCZ5AN2GX036543	DC11482	Owned	School Security	Mike Berry
Toyota	Tacoma	5TFC25ANIHX053416	10877	Owned	School Security	Mike Berry

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Make	Model	VIN	Plate #	Ownership	Department Name	Department Fleet Manager
Toyota	Corolla	2T1BURHE9JC058018	DC12404	Leased	School Security	Mike Berry
Toyota	Corolla	5YFBURHE6JP808300	DC12397	Leased	School Security	Mike Berry
Toyota	Corolla	2T1BURHE2JC058829	DC12392	Leased	School Security	Mike Berry
Toyota	Corolla	2T1BURHE1JC065318	DC12024	Leased	School Security	Mike Berry
Toyota	Corolla	2TBURHE8JC058804	DC12390	Leased	School Security	Mike Berry
Toyota	Corolla	2T1BURHE2JC057986	DC12387	Leased	School Security	Mike Berry
Toyota	Corolla	2T1BURHE2JC055221	DC12382	Leased	School Security	Mike Berry
Dodge	2018	1C6RR7KT8JS9764	DC12540	Leased	School Security	Mike Berry
Chevrolet	Express Cargo Van	1GCWGAFBXJ1222190	DC12453	Leased	OCAO - Department of Athletics	Peggy Branch - McCaskill
Chevrolet	Express Cargo Van	1GCWGAFBXJ122445	DC11962	Leased	OCAO - Department of Athletics	Peggy Branch - McCaskill
Chevrolet	Express Cargo Van	1GCWGAFB7J1223295	DC11958	Leased	OCAO - Department of Athletics	Peggy Branch - McCaskill
Toyota	Corolla	2TBURHE4JC070657	DC11991	Leased	Food and Nutrition	Robin Hawkins
Toyota	Corolla	2T1BURHE1JC061432	DC12013	Leased	Food and Nutrition	Robin Hawkins
Toyota	Corolla	5YFBURHE2JP808908	DC12427	Leased	Food and Nutrition	Robin Hawkins
Toyota	Corolla	2T1BURHE1JC069840	DC11994	Leased	Food and Nutrition	Robin Hawkins
Toyota	Corolla	2T1BURHE7JC061421	DC12018	Leased	Food and Nutrition	Robin Hawkins
Chevrolet	Cargo Van	1GCWGAF3G1337614	DC11553	Owned	OCOO - Logistics Department	Roger Asterilla
Dodge	Ram 1500	3C6RR7KT8JG238745	DC12368	Leased	OCOO - Logistics Department	Roger Asterilla
Ford	15 Pass Van	1FBZX2ZM2JKA70310	DC11984	Leased	OCOO - Logistics Department	Roger Asterilla
Chevrolet	Express Cargo Van	1GCWGAF3G1329511	DC11552	Owned	OCOO - Logistics Department	Roger Asterilla
Chevrolet	Express Van	1GCWGAF2G1335868	DC11551	Owned	OCOO - Logistics Department	Roger Asterilla

Make	Model	VIN	Plate #	Ownership	Department Name	Department Fleet Manager
Dodge	Grand Caravan	2C4RDGBGOJR192641	DC12363	Leased	OCOO - Logistics Department	Roger Asterilla
Toyota	Corolla	5YFBURHE6JP813240	DC12026	Leased	OCOO - Logistics Department	Roger Asterilla
International	Mv607	1HTEUMML4MH422790	DC13758	Owned	OCOO - Logistics Department	Roger Asterilla
Dodge	Grand Caravan	2C4RDGBG8JR1192659	DC11915	Leased	OCOO - Logistics Department	Roger Asterilla
Freightliner	M2106	1FVACWFC5MHJ7996	DC13699	Owned	OCOO - Logistics Department	Roger Asterilla
Dodge	Caravan	2C4RDGBG9JR192671	DC11927	Leased	OOC - Office of the Chancellor	Roger Asterilla
International	3000 Series	IHVBBFCP3LH259719	DC-10665	Owned	Dunbar High School	Principal Dunbar HS

(b) Please list all vehicle accidents involving your agency's vehicles for fiscal years 2019, 2021, and 2022 (through January 31). Provide: (1) a brief description of each accident; (2) the type of vehicle involved; (3) the name and title/position of the driver involved; (4) the justification for using such vehicle; and (5) whether there was a finding of fault and, if so, who was determined to be at fault.

Type of Incident	Date of Incident	Who was operating the vehicle?	Plate #	VIN	Make	Model	Department Name
Damage to Vehicle	10/15/19	Laura Cochrun	DC11994	2T1BURHE1JC069840	Toyota	Corolla	OCOO - Food and Nutrition
Damage to Vehicle	12/1/2020	Andrew Tauber	DC11528	5TFCZ5AN2GX046019	Toyota	Tacoma	OCOO - Office of School Security
Accident	1/22/2021	Cornillus Johnson	DC5701	2G1WB58K669414365	Chevrolet	Impala	OCOO - Office of School Security
Accident	5/2/2021	Larry Steele	DC11483	5TFCZ5AN1GX036095	Toyota	Tacoma	OCOO - Office of School Security

Type of Incident	Date of Incident	Who was operating the vehicle?	Plate #	VIN	Make	Model	Department Name
Accident	9/3/2021	Daniel Harrison	DC12540	1C6RR7KT8JS9764	Dodge	2018	OCOO - Office of School Security
Accident	9/6/2021	Ronald Bogues	DC12540	1C6RR7KT8JS9764	Dodge	2018	OCOO - Office of School Security
Accident	10/3/2021	Shomari Oden	DC11527	5TFCZ5AN7HX049399	Toyota	Tacoma	OCOO - Office of School Security

26. Please list every lawsuit against the agency that was settled or decided by a trial court in FY 2021 and FY 2022 to date. Briefly describe each and the sanction, if any.

Special Education Litigation Settlements

A detailed listing of the special education litigation cases that were settled in FY2021 and FY2022, can be found below. The listing includes the names of plaintiff's counsel invoicing the district, and the amount that was paid.

FY21/FY22 OGC Settlements (IDEA Attorney Fees)		
Firm	Total	Description of Case
Frances Shefter	\$ 5,000.00	IDEA
D.C. Disability Law Group	\$ 87,500.00	IDEA
James E. Brown & Associates	\$ 100,000.00	IDEA
James E. Brown & Associates	\$ 7,500.00	IDEA
Carolyn Houck	\$ 180,000.00	IDEA
Donovan Anderson	\$ 1,500.00	IDEA
Donovan Anderson	\$ 2,000.00	IDEA
Dalton & Dalton	\$ 5,000.00	IDEA

Firm	Total	Description of Case
Brian K. Gruber, P.C.	\$ 3,000.00	IDEA
Brian K. Gruber, P.C.	\$ 3,000.00	IDEA
Brown, Goldstein & Levy, LLP	\$ 168,000.00	IDEA
Advocates for Justice and Education	\$ 2,000.00	IDEA
Advocates for Justice and Education	\$ 3,000.00	IDEA
Douglas Tyrka	\$ 94,565.63	IDEA
Donovan Anderson	\$ 2,500.00	IDEA
Donovan Anderson	\$ 1,500.00	IDEA
Dalton & Dalton	\$ 5,000.00	IDEA
Dalton & Dalton	\$ 5,000.00	IDEA
Brian K. Gruber, P.C.	\$ 10,000.00	IDEA
Harvey Law Group	\$ 7,250.00	IDEA
Donovan Anderson	\$ 1,500.00	IDEA
Donovan Anderson	\$ 2,000.00	IDEA
Dalton & Dalton	\$ 5,000.00	IDEA
Jester & Williams	\$ 169,000.00	IDEA
James E. Brown & Associates	\$ 4,000.00	IDEA

Firm	Total	Description of Case
Jester & Williams	\$ 98,000.00	IDEA
Jester & Williams	\$ 373,133.55	IDEA
James E. Brown & Associates	\$ 5,000.00	IDEA
James E. Brown & Associates	\$ 5,000.00	IDEA
James E. Brown & Associates	\$ 5,000.00	IDEA
James E. Brown & Associates	\$ 6,000.00	IDEA
James E. Brown & Associates	\$ 8,000.00	IDEA
James E. Brown & Associates	\$ 105,000.00	IDEA
James E. Brown & Associates	\$ 7,000.00	IDEA
Carolyn Houck	\$ 40,000.00	IDEA
School Justice Project	\$ 4,000.00	IDEA
School Justice Project	\$ 4,000.00	IDEA
James E. Brown & Associates	\$ 65,000.00	IDEA
James E. Brown & Associates	\$ 60,000.00	IDEA
James E. Brown & Associates	\$ 7,000.00	IDEA
D.C. Disability Law Group	\$ 5,000.00	IDEA
Michael J. Eig & Associates	\$ 2,000.00	IDEA

Firm	Total	Description of Case
Michael J. Eig & Associates	\$ 2,500.00	IDEA
Brian K. Gruber, P.C.	\$ 21,500.00	IDEA
Michael J. Eig & Associates	\$ 3,000.00	IDEA
D.C. Disability Law Group	\$ 72,500.00	IDEA
James E. Brown & Associates	\$ 95,000.00	IDEA
Dom Hill & Associates	\$ 90,908.76	IDEA
James E. Brown & Associates	\$ 180,000.00	IDEA
Pamela Roth	\$ 6,500.00	IDEA
Michael J. Eig & Associates	\$ 22,500.00	IDEA
James E. Brown & Associates	\$ 9,000.00	IDEA
James E. Brown & Associates	\$ 4,500.00	IDEA
Carolyn Houck	\$ 5,000.00	IDEA
D.C. Disability Law Group	\$ 2,500.00	IDEA
D.C. Disability Law Group	\$ 9,000.00	IDEA
Carolyn Houck	\$ 180,000.00	IDEA
Brian K. Gruber, P.C.	\$ 36,000.00	IDEA
Michael J. Eig & Associates	\$ 66,500.00	IDEA

Firm	Total	Description of Case
Michael J. Eig & Associates	\$ 3,500.00	IDEA
Dom Hill & Associates	\$ 55,000.00	IDEA
Dalton & Dalton	\$ 5,000.00	IDEA
James E. Brown & Associates	\$ 130,000.00	IDEA
Coury Mascagni (Lawyers for the People)	\$ 5,000.00	IDEA
James E. Brown & Associates	\$ 10,000.00	IDEA
James E. Brown & Associates	\$ 7,500.00	IDEA
James E. Brown & Associates	\$ 7,000.00	IDEA
James E. Brown & Associates	\$ 8,500.00	IDEA
James E. Brown & Associates	\$ 6,000.00	IDEA
James E. Brown & Associates	\$ 87,750.00	IDEA
James E. Brown & Associates	\$ 10,000.00	IDEA
James E. Brown & Associates	\$ 10,000.00	IDEA
D.C. Disability Law Group	\$ 13,000.00	IDEA
Jester & Williams	\$ 99.47	IDEA
Carolyn Houck	\$ 5,000.00	IDEA
D.C. Disability Law Group	\$ 182,000.00	IDEA

Firm	Total	Description of Case
Charles Moran	\$ 15,000.00	IDEA
James E. Brown & Associates	\$ 8,000.00	IDEA
James E. Brown & Associates	\$ 9,000.00	IDEA
James E. Brown & Associates	\$ 7,000.00	IDEA
James E. Brown & Associates	\$ 125,000.00	IDEA
James E. Brown & Associates	\$ 250,000.00	IDEA
Kimberly Glassman	\$ 30,000.00	IDEA
Jamahl Johnson	\$ 850.00	IDEA
Michael J. Eig & Associates	\$ 82,000.00	IDEA
Douglas Tyrka	\$ 133,492.88	IDEA
Michael J. Eig & Associates	\$ 33,500.00	IDEA
School Justice Project	\$ 4,000.00	IDEA
Donovan Anderson	\$ 3,000.00	IDEA
Donovan Anderson	\$ 3,500.00	IDEA
Donovan Anderson	\$ 2,000.00	IDEA
James E. Brown & Associates	\$ 160,000.00	IDEA
James E. Brown & Associates	\$ 119,671.77	IDEA

Firm	Total	Description of Case
James E. Brown & Associates	\$ 187,736.27	IDEA
James E. Brown & Associates	\$ 126,840.92	IDEA
Douglas Tyrka	\$ 154,791.88	IDEA
James E. Brown & Associates	\$ 116,049.32	IDEA
James E. Brown & Associates	\$ 116,379.40	IDEA
James E. Brown & Associates	\$ 120,812.15	IDEA
James E. Brown & Associates	\$ 122,908.12	IDEA
James E. Brown & Associates	\$ 116,432.62	IDEA
James E. Brown & Associates	\$ 94,367.58	IDEA
James E. Brown & Associates	\$ 113,158.13	IDEA
James E. Brown & Associates	\$ 111,823.55	IDEA
James E. Brown & Associates	\$ 77,054.33	IDEA
James E. Brown & Associates	\$ 97,721.60	IDEA
James E. Brown & Associates	\$ 180,526.23	IDEA
James E. Brown & Associates	\$ 254,883.18	IDEA
James E. Brown & Associates	\$ 151,651.24	IDEA
James E. Brown & Associates	\$ 141,720.74	IDEA

Firm	Total	Description of Case
Dalton & Dalton	\$ 14,427.00	IDEA
Michael J. Eig & Associates	\$ 103,295.95	IDEA
Michael J. Eig & Associates	\$ 52,367.50	IDEA
Dom Hill & Associates	\$ 72,782.46	IDEA
Brian K. Gruber, P.C.	\$ 44,880.10	IDEA
Carolyn Houck	\$ 14,715.40	IDEA
James E. Brown & Associates	\$ 11,342.67	IDEA
James E. Brown & Associates	\$ 29,032.67	IDEA
James E. Brown & Associates	\$ 36,211.83	IDEA
James E. Brown & Associates	\$ 33,723.33	IDEA
James E. Brown & Associates	\$ 29,375.67	IDEA
James E. Brown & Associates	\$ 12,090.00	IDEA
James E. Brown & Associates	\$ 20,575.17	IDEA
James E. Brown & Associates	\$ 26,411.67	IDEA
D.C. Disability Law Group	\$ 41,414.40	IDEA
Coury Mascagni (Lawyers for the People)	\$ 9,220.80	IDEA
Michael J. Eig & Associates	\$ 13,375.00	IDEA

Firm	Total	Description of Case
Carolyn Houck	\$ 68,458.00	IDEA
James E. Brown & Associates	\$ 26,919.83	IDEA
James E. Brown & Associates	\$ 17,554.83	IDEA
James E. Brown & Associates	\$ 30,111.17	IDEA
James E. Brown & Associates	\$ 15,993.83	IDEA
School Justice Project	\$ 36,633.38	IDEA
Charles Moran	\$ 24,957.40	IDEA
James E. Brown & Associates	\$ 154,538.04	IDEA
James E. Brown & Associates	\$ 11,424.67	IDEA
Donovan Anderson	\$ 4,875.00	IDEA
Donovan Anderson	\$ 5,916.67	IDEA
Donovan Anderson	\$ 2,833.33	IDEA
Michael J. Eig & Associates	\$ 61,153.75	IDEA
James E. Brown & Associates	\$ 144,408.52	IDEA
Dom Hill & Associates	\$ 107,518.46	IDEA
D.C. Disability Law Group	\$ 182,000.00	IDEA
Carolyn Houck	\$ 180,000.00	IDEA

Firm	Total	Description of Case
James E. Brown & Associates	\$ 87,750.00	IDEA
Michael J. Eig & Associates	\$ 33,500.00	IDEA
Carolyn Houck	\$ 168,945.70	IDEA
Carolyn Houck	\$ 285,618.98	IDEA
James E. Brown & Associates	\$ 130,000.00	IDEA
James E. Brown & Associates	\$ 122,597.98	IDEA
James E. Brown & Associates	\$ 125,000.00	IDEA
James E. Brown & Associates	\$ 202,818.93	IDEA
Jester & Williams	\$ 373,133.55	IDEA
James E. Brown & Associates	\$ 247,303.34	IDEA
James E. Brown & Associates	\$ 165,472.94	IDEA
James E. Brown & Associates	\$ 106,951.51	IDEA
Charles Moran	\$ 111,753.26	IDEA

Risk Management Settlements

A detailed listing of the risk management cases that were settled in FY2021 and FY2022 can be found below. The listing includes the name of the firm/petitioner (individual petitioner's names are redacted), and the amount that was paid.

FY21 OGC Settlements (Risk Management and Labor and Employment Attorney Fees)				
Firm/Petitioner	Total	Case/Caption #	Description of Case	Notes
Juan Jesus Romeo Vasquez Ordonez	\$ 1,099.00	GL-20-000668	Risk Management damages	RM-Settlement
Helda Morad	\$ 2,999.00	GL-19-02342	Risk Management damages	RM-Settlement
Wayne P. Williams/Robert Kinney	\$ 12,000.00	1601-0078-19	L&E Attorney Fees	Robert Kinney

Labor and Employment Litigation Settlements

A detailed listing of the labor and employment litigation cases that were settled in FY2021 and FY2022, can be found below. The listing includes a description of the case and the settlement terms.

Description	Settlement Terms
WTU, Termination for Cause	Employee was terminated for cause. However, the matter was settled for \$20,000.00 and reinstatement.
WTU, IMPACT Step-hold	Employee grieved a Developing IMPACT rating. Employee prevailed. Employee was paid approximately \$6,000.00
WTU, Involuntary Transferred	Employee was Involuntarily Transferred. Case was settled. Agency removed any consequences associated with the 2020-2021 IMPACT evaluation.
WTU, IMPACT Termination	Employee filed a grievance after receiving a Developing IMPACT rating during the 17-18 school year. Agency prevailed.
WTU, Excessing Termination	Employee filed a grievance after employee was excessed. Hearing was held, and Agency prevailed. Employee appealed to arbitration.
WTU, IMPACT Step-hold	Employee grieved a Developing IMPACT rating. Case was settled.
Description	Settlement Terms
WTU, AWOL	Employee grieved an AWOL. Employee prevailed and was awarded approximately \$1,000.00
WTU, Excessing	Employee was excessed. Agency settled in the amount of \$67,600 with reinstatement.

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

Risk Management Settlements and Judgments under \$10,000

A detailed listing of the risk management settlements and judgments that are under \$10,000 can be found below.

FY21 OGC Settlements (Risk Management and Labor and Employment Attorney Fees)				
Firm/Petitioner	Total	Case/Caption #	Description of Case	Notes
Juan Jesus Romeo Vasquez Ordonez	\$ 1,099.00	GL-20-000668	Risk Management damages	RM-Settlement
Helda Morad	\$ 2,999.00	GL-19-02342	Risk Management damages	RM-Settlement

Labor and Employment Litigation Settlements and Judgments under \$10,000

A detailed listing of the labor and employment litigation settlements and judgments that are under \$10,000 can be found below.

Employee	UNION	Type	Case Summary	Settlement/Judgement Terms
Employee 1	Teamsters	DCPS Settlement	Discipline appeal	Backpay, 2 days (approx. \$315.68)
Employee 2	Teamsters	DCPS Settlement	IMPACT evaluation + discipline appeal	Backpay, 3 days (approx. \$624.48)
Employee 3	AFSCME	DCPS Settlement	Unpaid salary	\$2,928.31
Employee 4	WTU	DCPS Settlement	Admin premium pay	\$2,600.00
Employee 5	Teamsters	DCPS Settlement	IMPACT appeal	\$5,200.00
Employee 6	Teamsters	DCPS Settlement	Incorrect classification/compensation	\$5,200.00
Employee 7	Teamsters	DCPS Settlement	Appeal of AWOL	Backpay, 28 hours (approx. \$657.16)
Employee 8	AFSCME	DCPS Settlement	RIF appeal	\$7,500
Employee 9	Teamsters	DCPS Settlement	Leave Restoration	Backpay, 72 hours (approx. \$1,738.08)
Employee 10	WTU	OHR Settlement	Discrimination	\$8,500.00
Employee 11	Teamsters	DCPS Settlement	IMPACT appeal	\$10,000.00
Employee 12	WTU	DCPS Settlement	IMPACT appeal	\$5,804.00

Employee	UNION	Type	Case Summary	Settlement/Judgement Terms
Employee 13	Teamsters	DCPS Settlement	Incorrect classification/compensation	\$500.08
Employee 14	WTU	Grievance Response	Incorrect classification/compensation	\$2,559.00
Employee 15	WTU	DCPS Settlement	Incorrect start date/unpaid salary	\$1,859.61
Employee 16	WTU	Hearing decision	Suspension Appeal	Backpay, 3 days (approx. \$1,025.52)
Employee 17	WTU	PERB Settlement	Unfair labor practice	\$7,248.06
Employee 18	Teamsters	DCPS Settlement	Incorrect classification/compensation	\$881.45
Employee 19	WTU	Hearing decision	Developing IMPACT rating appealed	\$6,000
Employee 20	WTU	Hearing decision	AWOL discipline appealed	\$1,000

28. (a) D.C. Law prohibits chauffeurs, take-home vehicles, and the use of SUVs (see D.C. Code §§ 50-203 and 50-204). Is your agency in compliance with this law?

(b) Please explain all exceptions, if any, and provide the following: (1) type of vehicle (make, model, year); (2) individuals (name/position) authorized to use the vehicle; (3) jurisdictional residence of the individual (e.g., Bowie, MD); and (4) justification for the chauffeur or take-home status.

DCPS is currently in compliance with D.C. Code §§ 50-203 and 50-204. Under D.C. Code § 50-204, the DCPS Chancellor has been authorized by the Mayor in his employment contract to have “an appropriate vehicle and driver for travel within the metropolitan area for DCPS business.” The details of the vehicle are below.

- Vehicle – 2019 Chevrolet Traverse

29. In table format, please provide the following information for fiscal years 2021 and 2022 (through January 31) regarding your agency’s authorization of employee travel: (1) each trip outside the region on official business or agency expense; (2) individuals (by name and title/position) who traveled outside the region; (3) total expense for each trip (per person, per trip, etc.); (4) what agency or entity paid for the trips; and (5) justification for the travel (per person and trip).

Across our school and central office teams, various payment methods are available to and utilized by staff for travel purposes, including travel advances, travel reimbursements, direct payment of fees or lodging costs to vendors via check, and using the p-card to pay (for allowable expenses). All payment methods create records in one system, SOAR, which has the most reliable and comprehensive record of this data. SOAR includes expenditure information and, in the cases of certain payment methods, the name of the employee. Additionally, DCPS is able to add the school or office name based on the funding source used for the travel. However, our system of record does not collect all of the data requested in an aggregate fashion.

Fiscal Year 2021 Out-of-City Travel Expenses		
Employee Name	School or Office	Sum of Trans Amount
Danielle Brawner-Palmer	Capitol Hill Montessori @Logan	\$3,924.06
Jennaye Fennell	Capitol Hill Montessori @Logan	\$1,820.40
Yiesha Thompson	Office of Innovation and Systems Improvement	\$596.41
P-Card Purchase/Misc. Travel Expense	Office of Teaching and Learning	\$2,380.00
	West Education Campus	\$4,051.18
	C.W. Harris Elementary School	\$3,825.09
Grand Total		\$16,597.14

Fiscal Year 2022 Out-of-City Travel Expenses		
Employee Name	School or Office	Sum of Trans Amount
Arun Puracken	Hart Middle School	\$943.09
Melissa Kim	Office of Social Emotional and Academic Development	\$1,021.50
Robert Hagans	M. L. King Elementary School	\$770.13
Sheranada Robinson	Hart Middle School	\$942.30
P-Card Purchase/Misc. Travel Expense	Office of Secondary Schools	\$960.07
	Office of Teaching and Learning	\$2,968.00
Grand Total		\$7,605.09

30. Please provide and itemize, through January 31, 2022, the current number of When Actually Employed (WAE), term, and contract personnel within your agency. If your agency employs WAE or term personnel, please provide, in table format, the name of each employee, position title, the length of his or her term or contract, the date on which he or she first started with your agency, and the date on which his or her current term expires. Please limit this list to central office staff.

Please find a table of current When Actually Employed (WAE) staff below.

Last Name	First Name	Description	Start Date	Date of Expiration	Length of Contract
Turpin	Carl	Hearing Officer (EG)	2/28/2020	9/20/22	2 years, 7 months, 2 days
Fu	Liu	WAE, Chinese	1/21/2019	9/30/2021	2 years, 8 months, 10 days
Do	Nhan	WAE, Vietnamese	1/21/2019	9/30/2021	2 years, 8 months, 10 days
Bernardin	Mireille	WAE, French	3/4/2019	9/30/2021	2 years, 6 months, 27 days
Awoke	Menberemariam	WAE, Translator Spanish	8/19/2019	9/30/2021	2 years, 1 month, 12 days
Ruiz	Syan	WAE Translator Amharic	1/6/2020	9/30/2021	1 year, 8 months, 24 days
Molina	Malevis	Site Leader	8/30/2021	6/24/2022	9 months, 24 days
Henderson	Rynel	Site Leader	8/30/2021	6/24/2022	10 months, 24
Lieber	Gary	Hearing Officer (EG)	10/1/2021	9/30/2022	12 months

31. What efforts has your agency made in the past year to increase transparency? Explain.

DCPS has been very intentional about increasing transparency with internal and external stakeholders, especially in the time of the COVID-19 Pandemic. During FY21, DCPS invested heavily in COVID-19 reporting structures and protocols in particular. Supporting a culture of equity and transparency in our work is one of the three priorities around which DCPS centers its work. We met this commitment in several key areas this past fiscal year.

Budget Development

In FY21, DCPS built on the progress that was made in FY20 and prior years. In FY20, DCPS provided school communities *Initial to Submitted Budget* reports to help stakeholders understand what budget items were allocated through the Comprehensive Staffing Model and how those resources were budgeted by school principals and their communities. This report helped communities understand the differences in their schools' initial budget allocations and their submitted budgets. DCPS built on this progress in FY21 by updating the school budget profile worksheet that shows the public the resources and dollars provided to schools. This worksheet is available on the DCPS budget website. We updated this worksheet with the following updates:

1. **School level flexibility:** DCPS developed and published a funding flexibility chart to show school communities which allocations were flexible and which ones were not. The levels of flexibility ranged from level 1 to level 3, with level 1 being most restrictive and level 3 being least restrictive. This helped principals and school communities maximize the use of their resources during the budget development process.

2. **School budget allocations by fund:** DCPS displayed school budget allocations by fund source to help the community better understand schools' budgets. This improved how allocations were budgeted by principals and their communities and made budgeting more intentional.
3. **Year-over-year budget narrative:** DCPS added a narrative section on schools' budget profile worksheet to help communities better understand the shifts in schools' budgets year-over-year. The narratives described key funding, enrollment, and programmatic shifts that may have impacted an increase or decrease in a school's budget allocation.

As we've prepared to release a revised budget model focused on equity, transparency, and sustainability, we've led numerous engagement opportunities to hear from principals, families, our community, and independent budget experts. Public engagement on this topic began in 2019 but was paused due to the shift in priorities resulting from the pandemic. Prior to the pause in the fall of 2020, DCPS created multiple opportunities for conversations with our key stakeholders, including robust public engagement with an online survey in the summer of 2020, with over 400 participants and nearly 500 comments, and a townhall on September 14, 2020. DCPS restarted engagement efforts on the revised budget model in summer of 2021. This engagement has included two public townhalls (August 2021 and November 2021), meetings with the Parent Advisory Board, DCPS Principals and a select DCPS Principal Budget Task Force, student and LSAT engagement, and DCPS's annual public hearing in November.

Local School Advisory Team (LSAT) Supports

In order to increase the knowledge and capacity building of LSATs, the Family and Community Engagement Division did the following in FY21:

- Hosted four live and recorded webinars on topics including DCPS enrollment projections, budget development, and the DC Open Meetings Act. These are in addition to previously recorded webinars, guidance documents, templates, and other resources publicly available in an online LSAT toolkit.
- Sent 10 newsletters to LSATs containing DCPS updates, solicitation of feedback, best practices, supporting resources, and upcoming events and opportunities. The average open rate for the newsletter was over 50%, compared with average open rates of 24% for other education emails. The average click-through rate was around 17%, compared to under 3% for other education emails.
- Hosted an open office hours session during budget season where LSATs could speak with Central Services content experts and ask questions that might have come up during their schools' budget development conversations. Over 20 content teams participated.

Technology Support

To support the distribution of devices deployed due to the COVID-19 pandemic devices when students were learning remotely, DCPS and OCTO activated the Family & Student Tech Call Center to help with troubleshooting issues students or staff may be experiencing. In addition to quick help around frequently asked questions available online at [DC Government's Back to School](#) website, users could see through the dashboard how long it may take to get their issue resolved when calling the hotline, and the operational status of DC systems.

Teacher Retention and Recognition

DCPS continues to solicit feedback from our teachers and school staff as we embark on a [comprehensive review of IMPACT](#) in partnership with American University. DCPS shared with our community the initial results from the first phase of the Review, including publishing on our website American University's findings as well as multiple internal analyses.

Chancellor's Parent Advisory Board

- The 20 –21 Chancellor's Parent Advisory Board monthly meetings began in September 2020 and concluded in May 2021. The current Parent Advisory Board (SY21 – 22) began meeting in September 2021 and will continue to meet until May 2022. The Parent Advisory Board provides an opportunity for timely and authentic information sharing and engagement. Parents and guardians who serve on the board provide feedback and input on a variety of DCPS policies, projects, and initiatives.
- Outreach and recruitment begin in the spring prior to the school year. The Community Engagement Team develops a strategic recruitment plan that includes a grassroots approach and social media campaign to especially target underrepresented populations such as parents and guardians from wards 5, 7 and 8 in addition to English Learner (EL) parents.
- A selection committee, which includes DCPS staff and previous board members, select candidates using a rubric that incorporates the DCPS Equity Framework. The board represents DCPS student and family demographics.
- Thirty-two parents and guardians are selected from a competitive pool of applicants. This school year, close to 300 parents and guardians applied from all eight wards across the District. Each ward is represented by four board members from a variety of school communities and grade bands.
- Monthly topics are chosen based on survey results administered at the beginning of the school year. Board Members selected the topics that interest them the most. Additionally, Board Members participate in Deep Dive discussions five times a year with content experts. Topics for deep dives include equity efforts, school mental health, communications, and engagement.

Chancellor's Student Advisory Board

- The 20 –21 Chancellor's Student Advisory Board monthly meetings began in October 2020 and concluded in June 2021. The current Student Advisory Board (SY21 – 22) began meeting in October 2021 and will continue to meet until June 2022. The Student Advisory Board provides an opportunity for timely and authentic information sharing and engagement.
- Recruitment begins at the start of the school year and the Secondary team invites 1-2 student representatives to join from each DCPS high school.
- Monthly topics are chosen based on an activity that the students participate in during the first meeting to provide feedback, and often will evolve based on current events.

Parent University

- In FY21, there were 20 Parent University Sessions that engaged 1,481 people. In addition, our Parent University Reopen Strand separately engaged 31,320 people through day-of attendance and social media views.

- The goal of Parent University is to provide families with the information, resources, and access they need to partner with DCPS on their child's education.
- Exit ticket data tells us that 84% of participants have found the sessions to be good, very good or excellent and 93% said they would be likely to attend another session in the future.
- In the fall of 2021, DCPS offered five Parent University workshops to refocus on student achievement and academic support available to all DCPS students. The topics ranged from strategies to use during parent-teacher conferences to DCPS supports around choosing a good-fit high school and college access. Additionally, topics also included subjects of interest to families as students returned to in-person learning, such as social-emotional wellbeing and an update on the district's work toward a holistic anti-racist, whole-child approach. On average, 17 people joined each session synchronously. An average of 49 people viewed each English recording, while an average of 26 people viewed each recording in Spanish, allowing us to reach a total average of nearly 100 families with each topic.
- As we continue evolving this program, we are taking the learned practices from both the in-person and the online format. We are continuing with virtual Parent University and introducing an in-person version as our **Parent University Lab** in 2022. This revitalized in-person format extends topics covered in Parent University and invites students to be part of the dialogue with their families around self-discovery, community engagement, and planning for the future.

Remind Pilot: Two Way Communication Tool

Remind is a messaging tool that helps teachers and school staff engage students and families every day and allows school administrators to connect with their entire school community. With Remind, staff have the capacity to establish two-way communication with families and other stakeholders to build critical relationships and in turn, improve student outcomes. We continue building trust and relationships with stakeholders through the continuation and expansion of the Remind pilot from 14 schools in SY20-21 to 34 schools funded by central office in SY21-22. In SY20-21, DCPS supported an additional 5 schools that paid for Remind with their own budget and this year we are increasing that support to 11 schools.

- On average, 257 teachers have used Remind weekly to send announcements or individual messages to families, which represents 19% of teachers who have access to Remind in these 34 schools.
- On average, 5,634 families have received communication through Remind from their school leaders or teachers, which represents 42% of families who have access to Remind in these 34 schools.

COVID-19 Response

Communicating about issues that impact school communities is important to fostering strong partnerships with families. When the public health emergency necessitated our school buildings close and students move to learn remotely in March 2020, we made a commitment to transparent and clear lines of communication to families on all issues, particularly those related to COVID-19.

We know our school communities are eager for factual, relevant updates that help students and families understand how we are maximizing learning and keeping us all safe. Since March, DCPS has provided near daily updates on the public health crisis and its impact on schools. We use our mass-messaging tools including social media, website, Blackboard alerts, and email to share important news with students, families, staff, and our entire school community.

- Our health and safety measures are centered around mitigating the spread of COVID-19 in our community, providing multiple layers of protection for those in our school building (physical, structural, and operational), and including a close partnership with local health officials.
- Every school's reopening operational plan, HVAC enhancement report, and building readiness checklist are posted online ahead of the start of in-person programming on the [DCPS Reopen Strong](#) website.
- DCPS is committed to keeping our families and staff informed on public health notices and DCPS' [COVID-19 Response Protocol](#) available online, including an archive of notifications around positive cases sent to families.
- Additionally, school principals led safety walkthroughs with key members of their community to show first-hand how buildings are ready to welcome back students and staff.
- To help families focus on learning at home and share information about DCPS' plans to reopen schools, we hold regular online conversations for families. These events include our ongoing Parent University series, as well as special community information sessions and virtual town halls.

COVID-19 Engagement

The following events demonstrate the breadth and reach of our engagement events related to COVID-19.

Reopen Strong Tele-town Halls and Health Panel (Fall 20/Winter 21): From October to May, DCPS held 15 different virtual events and provided information on a variety of topics with over 132,355 attendees and viewers. Most of those events were planned and executed in collaboration with the Executive Office of the Mayor. The topics covered include: Public Health Panel, Facilities and Operations, Updates on Distance Learning, and CARE Classrooms. All of the sessions offered ASL and Spanish interpretation.

1. Reopen Strong Tele Town Halls and Health Panel (Fall 2020): As of December 2, 2020, all six events had over 36,800 views.

- October 6 Term 2 Virtual Info Session, 1,735 day-of attendees
- October 14 DCPS Public Health Virtual Panel, 648 day-of attendees
- October 21 Family and Student Readiness Tele Town Hall, 2,719 day-of attendees
- October 28 Facility and Operations Readiness Tele Town Hall, 2,719 day-of attendees
- November 4 Updates to Term 2 Planning Tele Town Hall, 4,598 day of attendees
- November 4 Foro Abierto de las Actualizaciones del Segundo Trimestre de DCPS, 2,379 day-of attendees
- December 14, Spanish-speaking Family Listening Session, 9 families

- December 16, Amharic-speaking Family Listening Session, 3 families
- 2. Reopen Strong Tele Town Halls and Health Panel (Winter 2021):** As of December 17, 2021, all twelve events had over 47,855 views.
- January 13, Telephone Townhall Term 3, Phone Line 611, Twitter 3,568, Facebook (FB) 1,797, Total = 5,994
 - January 27, Telephone Townhall Term 3, Phone Line 450, Twitter: 2,179, FB: 1,872, Total = 4,501
 - January 28, Spanish-speaking Family Listening Session, 7 families
 - February 10, Ward 5 Family Listening Session, 2 families
 - February 24, Telephone Townhall Student Transportation & Safe Passage, Phone Line 119, Twitter 4.1k, FB 1.5k, Total = 5,725 (includes Spanish interpretation call #)
 - March 3, Telephone Townhall Term 3 Updates, phone:275, Facebook 1,987, Twitter 3,176, Total = 5,446 (includes Spanish interpretation call #)
 - March 9, Spanish-speaking Family Listening Session, 8 families
 - March 17, Community Roundtable, Lessons for Recovery, 118 day of attendees
 - March 24, DCPS Recovery Townhall, YouTube: 723 + Spanish interpretation: 75. Total = 797
 - May 12, Telephone Townhall in English, Day of event: Phone 449, Twitter 1.9k, Facebook 696, Total = 3,045
 - May 19, Telephone Townhall in Spanish, Day of event: phone 66, Facebook 738, Twitter 1.5k, Total= 2,303
 - June 7, Spanish-speaking Family Listening Session, 12 families
 - July 27, Spanish-speaking Family Listening Session, 10 families
- 3. Reopen Strong Tele Town Halls (Fall 2021):** As of January 5, 2021, all four events had over 13,742 views.
- September 29, DCPS COVID Case Response Protocols, 191 day-of attendees, 1,300 views on Twitter, and 794 views on Facebook
 - October 6, 2021, DCPS COVID Testing in Schools, 1,439 day of-attendees, 1,700 views on Twitter, and 872 views on Facebook
 - October 20, Creating Safe School Environments in DCPS, 25 day-of attendees, 970 views on Twitter and 539 views on Facebook
 - December 30, 2022 Safe Return to School, 7,567 collective views on YouTube, Twitter, and Facebook
- 4. Parent University was leveraged to host a special series - the “Reopen Strand” SY 20-21**
- The series included sessions on technology, safety, special education and early learners and had 31,320 total attendees and views of live or recorded content in English or Spanish.
 - The most popular session was [Access Learning Online- Canvas 101](#) for families with over 8,371 views in English and over 300 views in Spanish.
- 5. Parent University hosted an updated special series - the “Recover Strong Strand” SY 21-22 and partnered with the Mayor’s office to provide resources and information for SY21-22**

- The series included sessions one listening session for Spanish-speaking families, four Parent University sessions, and three town halls with the Mayor’s office for a total of 9,635 attendees and views.
- The most popular session was DCPS COVID Testing in Schools Tele townhall with a combined attendance and viewership of 4,103.

6. Reopen Community Corps

- Leading up the start of reopening, DCPS supported school leaders in creating a Reopen Community Corps (“Corps”). The creation of the Corps enabled school leadership to gather real-time input to feed into school-level planning and processes.
- The Reopen Community Corps is a diverse group of school-level stakeholders- including families and staff- who collaborate and guide the school leadership around key decisions for reopening strong. The Corps was focused on two key planning pieces, with an eye toward equity: 1) *Instructional Model*: How can the instructional model meet the baseline expectations and the unique school goals? 2) *Grades/Classes*: What is the best way to select which grades/classrooms open for In-Person Learning and CARE Classrooms for Term 3?
- 100% of DCPS schools created a Reopen Community Corps and hosted at least one meeting, in most case 2-4 meetings between November-January.
- The Term 3 Reopen Community Corps continued as “Recovery Community Corps” starting in March throughout the spring and tackle summer and school year acceleration and learning loss recovery planning.
- All schools hosted 4-5 meetings this past spring and early summer around summer learning, reopening schools and SY21-22 planning.

7. DCPS Listened and Learned:

During SY20-21, DCPS hosted listening sessions with families whose voices are often underrepresented in survey data, online engagements, public forums, and more. These listening sessions were focused on hearing how families and students were doing and gathering information that could inform reopening plans for SY21-22. These listening sessions ran from December 2020 to July 2021. A total of 14 sessions were conducted including 5 sessions in Spanish and 1 in Amharic. Over 115 families attended.

8. DCPS Consulted with Health Experts and Opened Doors

- **Building Tours:** All schools opened their doors last school year and this past summer to show staff and families updated health and safety precautions “in action.”
- **Children’s National Facebook Live Event:** DCPS partnered with Children’s National Medical Center (CNMC) to co-host a Facebook Live for parents to share information and respond to questions from families about a safe return to school. DCPS’ Chief of School Improvements and Support and Chief Operating Officer joined a Children National pediatrician to respond to questions around health and safety guidelines, vaccination safety for children, testing, and more. T

32. What efforts will your agency be making to increase transparency? Explain.

DCPS remains committed to increasing information sharing in a timely and transparent manner with our key stakeholders, placing a priority on reaching family members with students furthest from opportunity. Examples of how DCPS will continue and strengthen its work to increase transparency include:

- As we regularly engage with our community, we hear a resounding need to focus on prioritizing safety, maximizing learning – whether in school or at home -- and providing equitable access to resources and supports. We are committed to delivering on these expectations. Through continued collaboration, transparency, and flexibility, we will successfully meet student needs during these unprecedented times.
- Regular #ReopenStrong updates, including a weekly, district-wide newsletter, will continue to be the norm, as will stakeholder surveys to inform planning and decision-making

We will continue to host virtual events to share information around recovery and transformation and to provide opportunities for community members to hear from and ask questions of district leaders.

- Regular townhalls and information sessions with the larger community around reopening, recovery and transformation, and other relevant topics will continue throughout the year. Virtual platforms will continue to be the norm throughout the year as we have found the attendance has been much higher for many working families.

Panorama Stakeholder Surveys

DCPS continues to administer Panorama surveys each year. The fourth annual Panorama Family Survey took place in March 2021 and received a total of 9,522 responses. The survey includes questions about family engagement and families' satisfaction with schools and the district. Once schools received the culminating data, they were provided a Family Engagement Strategy Development guide which encouraged them to use the Panorama survey data and our School-wide Family Engagement Rubric to take inventory of their areas of strength and improvement in their family engagement strategy. The resource aligns elements of the Comprehensive School Plan with Panorama Family survey questions and walks schools through data assessment and action steps and includes resources to strengthen these areas in our schools.

Comité de Familias Latinas de DCPS

- The DCPS Latino Families Committee (DCPS Latino Families Committee) was developed to create a space where Latino English Language Learner (ELL) families can share their perspectives and opinions on a variety of topics related to DCPS and the education of their children. The Committee was created after a group of highly involved parents met on a regular basis starting in December 2020 through July 2021 with the DCPS Family and Community Engagement Team to share their experiences during the COVID-19 Pandemic.
- Starting in mid-September 2021, El Comité has met and will continue to meet virtually every six weeks this school year. All meetings are conducted in Spanish. Committee members are recent or first-generation immigrants.

- Topics discussed during meetings include food and nutrition at schools, best practices to communicate with teachers, the protocol for reporting racist or discriminatory incidents, language access, COVID-19 vaccines for adults and children and more.
- Most of the members represent Central American countries. Current schools represented include Moten ES, CHEC, Cardozo EC, Coolidge HS, HD Cooke, Bruce-Monroe ES and Thomson ES.

FY23 Budget

The DCPS budget cycle remains a year-round process and one that provides opportunities for stakeholders across our community — including parents, students, and principals, teachers, and staff — to engage in the development of their schools' budgets. For the 2022-2023 school year, DCPS will follow an updated budget model that will help to ensure resources are aligned to the individual needs of the students we serve.

The revised model was developed based on feedback from principals, parents and guardians, our community, and independent budget experts. The updated model follows best practices that puts the needs of our students first. Funds will be distributed to each school based on its student and staff counts, the needs of special student populations, and a methodology designed to support year-over-year enrollment transitions.

During SY21-22, we have held the following engagements on the FY23 Budget.

- August 12, 2021 – New Budget Model Town Hall with 108 attendees and 174 views.
- November 3, 2021 – Middle School and Education Campus Budget Roundtable with 51 students participating.
- November 8, 2021 – High School Budget Roundtable with 38 students participating.
- November 9, 2021 – DCPS FY23 Public Budget Hearing with 24 people testifying and 405 views online.
- November 17, 2021 – DCPS FY23 Budget Community Information Session with 66 attendees and 216 views online.

DCPS Policy Updates and New Policy Engagement

DCPS is committed to ensuring the public has access to emerging policy and program updates and an opportunity to help shape such updates in a timely manner. During the Winter and Spring of 2022 DCPS will be posting multiple new and updated policies and new program updates for public comment. DCPS will be utilizing its [Public Input site](#) and targeting outreach to families, community members, and partners whom surveys often don't reach. In some cases, additional smaller engagements, such as listening sessions, will occur to gather more specialized input.

Partner Engagement

The DCPS Partnerships Team has worked hard over the last year to communicate transparently with our partners. This includes making sure that communications are more regular, partners are kept up-to-date on evolving COVID-19 policies, and partners have the opportunity to hear from a variety of leaders across central office. Some examples from FY21 include:

- 30+ e-communications (e.g., policy updates, newsletters, etc.) to partners to keep them up-to-date on policy changes, resources, and general DCPS updates.
- Hosting two Policy Palooza events (January and July 2021) to review DCPS policies and procedures for SY21-22 School Program Providers registered with DCPS.
- Hosting a Clearance Processes and Policies training in June 2021 to update School Program Providers on new clearance process requirements and policies.
- Hosting Partnering for Priorities in October 2021 where partners heard directly from DCPS leaders, including Chancellor Ferebee.

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

- Initiating monthly meetings with the DC Out-of-School Time (OST) Coalition, which represents 60+ out-of-school time providers in Washington, DC, to promote collaboration and alignment. In December 2021, the Partnerships team and the OST Coalition worked together to host a meeting between Chancellor Ferebee and coalition members to discuss shared priorities and goals for DCPS partners.
- The creation of a regular Partner Newsletter that gives more global updates on DCPS happenings and shares relevant resources that support continued alignment between partners and schools.
- The release of the School Partnership Toolkit, which houses best practices for school-community partnerships and relevant DCPS policies and resources in an easy-to-find and user friendly format.

Internal Engagement

DCPS is developing a strategic engagement framework that seeks to develop standards of expectations for staff engagement that will support strengthening staff connectedness and retention. This framework will also include stronger systems that lift up staff voices on big beats of engagement throughout the year and ensure district level priorities are cascaded to staff in ways that will inform their work in meaningful ways.

Through internal engagement strategies, including a district-wide listening tour that launched in January 2022, DCPS will gather staff feedback, which will be utilized to develop corrective or improvement-focused recommendations on these strategies. Staff voice will be critical to this process. Further, through the provision of engagement tools and resources, school and Central employees will be armed with industry-standard best practices and materials to strengthen support.

Additional opportunities will be provided to staff around strategic planning and key policies that impact them. There will be additional opportunities for deeper engagement for interested staff, focused on strategic planning and key policies. The process of obtaining staff feedback for improvements and planning will be iterative and intentional to ensure continual growth and equitable systemic enhancements.

Student Engagement

Starting in the Fall of 2021, DCPS Leadership added a new vehicle to hear directly from students at all grade bands three times a year (Fall, Winter, Spring) through a variety of in-classroom chats and virtual roundtables. Conversations focused on students' return to in-person learning as well as key priorities and initiatives. Below are the events that have occurred so far this school year:

- November 3, 2021 – FY23 Student Budget Discussion with Middle School and Education Campus Students
 - 21 schools participated with at least one student representing each school.
 - Students shared their perspectives and opinions around school funding.
- November 8, 2021 – FY23 Student Budget Discussion with High School Students.
 - 17 High Schools were represented (at least one student per school).
 - Students shared their perspectives and opinions around school funding.
- Classroom Check-in Activity at Hyde-Addison Elementary School.
 - 17 students participated.
- Winter/Spring 2020 upcoming engagements include two high school and middle school engagements, additional elementary school classroom chats, and the kick-off to our RISE Student Engagement Fellowship.

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

The “Returning to School Safely Emergency Amendment Act of 2022” requires DCPS to notify families of positive COVID-19 cases “via a parent or guardian’s preferred contact method.” DCPS schools do not have the funding or technology capabilities to ensure implementation of this provision of the act.

34. Please identify any statutory or regulatory impediments to your agency’s operations.

DCPS does not anticipate any statutory or regulatory impediments at this time.

35. Did your agency receive any FOIA requests in fiscal year 2021? If yes, did the agency file a report of FOIA disclosure activities with the Secretary of the District of Columbia? If available, please provide a copy of that report as an attachment. Also state here the total cost incurred by your agency for each fiscal year 2020, 2021, and 2022 (through January 31) related to FOIA.

DCPS received 109 FOIA requests in FY21. DCPS received a request to file a report of FOIA disclosure activities with the Office of the Secretary on January 28, 2022, and committed to providing the final report by February 23, 2022. We will provide the Committee with a copy of the report upon submission. The total cost incurred by DCPS for FY20 was \$239, 510. Total cost amounts for FY21 and FY22 are not currently available.

36. For purposes of CBE agency compliance purposes, what is your agency's current adjusted expendable budget; how much has been spent with SBEs; and what percent of your agency's expendable budget was spent with SBEs? Further, where SBEs were not available, how much has been spent with CBEs, and what percent of CBE spending, relative to your current expendable budget? How many CBE waivers (including dollar amount) did the agency submit? What efforts has the agency taken to reduce the number of CBE waivers submitted? What is the CBE spending goal for your agency per the DSLBD SBE Opportunities Guide (Green book)? Give this answer for fiscal years 2019, 2020 and 2021 (through January 31).

Please see below for information regarding DCPS' work with Certified Business Enterprises. To reduce the number of CBE waivers, DCPS will perform market research, solicit via set-aside, and invite CBE's to bid for future contracts.

DCPS Adjusted Expendable Budget FY20-FY22 (to date)	
Fiscal Year	Adjusted Expendable Budget
2020	\$ 21,408,570.90
2021	\$62,948,316.13
2022 (through Jan 31, 2022)	\$117,178,145.24
DCPS SBE Spending FY20-FY22 (to date)	
Fiscal Year	Amount Spent with SBEs/CBEs
2020	\$ 28,627,086.27
2021	\$45,648,145.53
2022 (through Jan 31, 2022)	\$58,589,072.62
DCPS Expendable Budget Spending with SBEs FY20-FY22 (to date)	
Fiscal Year	Percentage Spent
2020	133.72%
2021	145.03%
2022 (through Jan 31, 2022)	TBD

DCPS Submitted CBE Waivers (including dollar amount) FY20-FY22 (to date)		
Fiscal Year	Number	Amount
FY 2020	13	\$28,767,822.12
FY2021	3	\$1,118,925.00
FY 2022	1	\$800,000.00
Total	24	\$87,433,153.37

DCPS CBE Spending Goal per the DSLBD SBE Opportunities Guide (Green book) FY19-FY21	
Fiscal Year	Green Book Spending Goal
2020	\$8,572,977.00
2021(through Jan 31, 2021)	\$31,474,158.07
2022 (through Jan 31, 2021)	\$58,589,072.62

SBE CBE Budget Spending FY20-FY22 (to date)				
Fiscal Year	Adjusted Expendable Budget	Amount Spent with SBEs/CBEs	Percentage Spent	Green Book Spending Goal
2020	\$17,145,954.49	\$28,627,086.27	133.72%	\$8,572,977.00
2021	\$62,948,316.13	\$45,648,145.53	145.03%	\$31,474,158.07
2022	\$117,178,145.24	\$3,731,836.63	6.3%	\$58,589,072.62

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

The FY21 Annual Performance Accountability Report (PAR) is included in the attachment **Q37Attachment_DCPS PARFY21**. The FY22 Annual Performance Accountability Plan is included as an attachment **Q37Attachment_DCPS FY22 Plan**.

38. (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) 2020, 2021, and 2022 (through the first quarter)?

DCPS Key Performance Indicators FY20-FY22			
Measure	FY20 Actual	FY21 Actual	FY22 Quarter 1
Percent of AP exams passed	55%	43%	Annual Measure
Percent of students scoring college and career ready (Level 4+) in Math on PARCC	Not Available*	Not Available	Annual Measure
ELA achievement gap (Percent of students scoring college and career ready) between black and white students	Not Available*	Not Available	Annual Measure
Math achievement gap (Percent of students scoring college and career ready) between black and white students	Not Available*	Not Available	Annual Measure
Percent of Special Education students scoring college and career ready (Level 4+) in ELA on PARCC	Not Available*	Not Available	Annual Measure
Percent of Special Education students scoring college and career ready (Level 4+) in Math on PARCC	Not Available*	Not Available	Annual Measure
Percent of English Language Learners students scoring college and career ready (Level 4+) in ELA on PARCC	Not Available*	Not Available	Annual Measure
Percent of high school students taking at least 1 Advanced Placement (AP) exam	22%	22%	Annual Measure
Percent of students scoring college and career ready (Level 4+) in English Language Arts(ELA) on Partnership for Assessment of Readiness for College and Career (PARCC)	Not Available*	Not Available	Annual Measure
Percent of students considered college and career ready in Reading and Writing, as measured by the Scholastic Aptitude Test (SAT)	30%	30%	Annual Measure
Percent of kindergarten, first and second grade students reading on or above grade level	Not Available*	46%	Annual Measure
Percent of students considered college and career ready in Math, as measured by the Scholastic Aptitude Test (SAT)	19%	19%	Annual Measure
Retention rate of teachers rated effective or highly effective on IMPACT	95%	90%	Annual Measure
4-year graduation rate	69%	71%	Annual Measure
In-seat attendance (ISA) rate	90%	88%	Annual Measure
First-time 9th grade student promotion	85%	83%	Annual Measure

Measure	FY20 Actual	FY21 Actual	FY22 Quarter 1
Percent of schools considered highly rated or improving in rating	Not Available**	Not Available	Annual Measure
Audited Student enrollment	51,037	49,890	48,999
Percent of principals certifying that their schools have the necessary textbooks and instructional materials	100%	100%	Annual Measure
Percent of students indicating they feel challenged	82%	84%	Annual Measure
Percent of students indicating they feel prepared	66%	62%	Annual Measure
Percent of students indicating they feel loved, challenged, and prepared	45%	45%	Annual Measure
Percent of students indicating they feel loved	58%	59%	Annual Measure
Percent of students in a Family Engagement Partnership (FEP) school who receive a home visit	Not Available***	Not Available	Annual Measure
Percent of schools with active Local School Advisory Teams (LSAT) who meet regularly with school leadership.	80%	100%	Annual Measure

*Test not administered due to COVID-19.

**No STAR ratings provided due to COVID-19.

***Home visits not conducted due to COVID-19.

(b) What KPIs have been dropped (or changed) since 2020? List each specifically and explain why it was dropped or changed.

DCPS did not drop or change any metrics since 2021. DCPS fundamentally believes in the goals and aligned KPIs of our Capital Commitment.

39. 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 fiscal years 2020 and 2021.

This past summer, we asked families to provide feedback to help inform how DCPS should reopen for the 2021-2022 School Year. We committed to delivering on these expectations and are guided by these principles:

- **Prioritizing Safety** by putting in place robust health and safety protocols for staff and students.
- **Maximizing Learning** by providing rigorous and joyful learning experiences every day.
- **Promoting Equity** by ensuring every student has access to the supplies and supports they need for learning.

At the same time, we see a clear need to adapt and engage our communities around current needs. With community input, our goals and progress in achieving these goals are:

- **Reimagine the Student Experience:** We believe students learn most, and most deeply, when their learning is relevant, connected, and purposeful, elevating student voice and agency.
 - DCPS is working to create joyful and rigorous learning opportunities, even from the start of the school year when each school developed a “First Three Weeks” plan to help students re-adjust to the school environment. While we work to support the success of our students in math, English Language Arts, science, and social studies, we are also prioritizing time in PE, art, and music because we know these areas contribute to student wellness, deep engagement, and positive school experiences. School teams are also gathering data to better understand the needs of the whole child – academically, socially, and emotionally with the Multi-Tiered System of Support (MTSS) data tracking system. This allows schools to provide each student with the targeted supports they need.
- **Investment in our Teachers and Leaders:** We believe educators are our greatest resource. Their understanding of students’ natural development will boost learning because they create the learning environments that foster safety and connection, essential conditions for students to thrive. We are proud to have retained over 90% of our effective and highly effective teachers in recent years.
 - Our teachers and leaders are extremely dedicated and talented. That said, DCPS has five (5) research-based strategic investments we are making district-wide in service of developing and retaining talented educators within DCPS. (1) Robust professional development – Through *Learning Together to Advance our Practice* (LEAP) seminars, teachers have opportunities to come together in shared learning through weekly content-specific professional development learning communities at every school. (2) Talent development and pipelines – We know that educators are more likely to stay if they have a deep connection to the community, so we are prioritizing strengthening our local pipeline. Notably, we have a partnership with American University that will give DC high school graduates a full scholarship if they commit to teaching in a DCPS school for five years. (3) Targeted focus on recruiting and retaining diverse talent – The research is clear that teachers who share a similar identity as their students can make a profound additional impact on student achievement. DCPS is seeing strong retention rates for our teachers of color, as the average retention rate over the past two years was over 88% for Black and Latino teachers. (4) Celebrating our top talent – Through IMPACT, we provide continuous feedback to both celebrate our highest performing school-based staff and provide opportunities for ongoing growth and development in addition to performance bonuses. DCPS celebrates highly effective teachers with bonuses of up to \$25,000 per year, in addition to having one of the highest baseline salary scales in the country. (5) Target schools serving greater concentrations of students farthest from opportunity – DCPS was recently awarded a nearly \$30 million grant, over the course of three years, from the U.S. Department of Education to provide strategic support to 1- and 2-STAR schools to recruit talented educators, provide equity-centered professional development, create robust support for new teachers, and grant new performance-based incentive awards. Specifically, classroom teachers who commit to teaching in a high-need content area at a RISE (Rigorous Instruction Supports Equity) school, are eligible for a signing bonus, and RISE also

extends performance-based bonuses to include teachers with effective ratings who stay at RISE schools and have a proven track record of success at DCPS.

- **Re-envision our Systems and Policies:** DCPS is committed to becoming an anti-racist learning organization that will examine all of our systems to improve learning experiences for all students and staff, especially those of color.
 - DCPS continues to innovate and re-envision systems and policies that will support our goal of ensuring all students feel loved, challenged, and prepared. For example,
 - In SY20-21, Connected Schools engaged in 213 partnerships with community-based organizations across ten schools (in SY19-20 there were 233 partnerships). The focus in SY20-21 included access to additional food security resources and basic needs essentials, additional mental health services for staff and students, tutoring, and small groups.
 - In SY 20-21, on average Connected Schools reached 37% of students (1,483) through programs, services, and basic needs resources that shifted virtually or altered formats (ex: student support centers). In SY19-20, Connected Schools reached 65% of students during in person learning.
 - Additionally, close to 500 students were impacted by our two student-facing equity initiatives, Empowering Males Of Color (EMOC) and Reign, in SY2020-21:
 - 230 middle school girls across ten schools engaged in our Reign: We the Girls programming which meets bi-weekly and covers topics such as leadership, advocacy, identity, and self-care.
 - 90 middle school boys have been recruited to participate in the launch of our EMOC: Rites of Passage programming, which meets bi-monthly and covers topics such as: brotherhood, leadership, and conflict resolution.
 - We engaged close to 150 additional students by the end of summer through our Innovation Programs, which provide schools with targeted funding to address an area of interest such as college readiness, mentoring, STEAM and academic supports.
 - In March 2021, DCPS launched an internal Policy Committee tasked with setting policy priorities for DCPS and reviewing ongoing policy development. The group is using an approach based on the Government Alliance on Race & Equity (GARE) Racial Equity Toolkit to integrate explicit consideration of racial equity when creating and revising policies. Policy Committee members will review policy proposals and draft policies; make recommendations to agency leadership on short- and long-term policy priorities; and serve as a community of practice to improve the quality of DCPS' policy work including incorporating broad and diverse perspectives.

40. Provide a cross-walk between all budget codes from FY20-22 and the new budget codes used for the FY23 budget. In your response, please also include the definitions for all program, activity, and service code or the guide used by DCPS staff in classifying budget items and expenditures.

Please see **Attachment Q40_Budget Code Crosswalk**.

- 41. Please provide a list of all DCPS's fixed costs budget and actual dollars spent for FY21 in FY22, through January 31. Include the source of funding and the percentage of these costs assigned to each DCPS program. Please provide the percentage change between DCPS's fixed costs budget for these years and a narrative explanation for any changes.**

Fixed Costs Budget and Dollars Spent (FY21 and FY22)							
Object	Fixed Cost Component	FY2021 Budget	FY2021 Expenditures	FY2022 Budget	FY2022 Expenditures	Budget Change	Budget Change by Percentage
0301	Fuel Automotive	\$41,754	\$33,417	\$32,660	\$0	-\$9,094	-21.78%
0304	GAS	\$2,865,228	\$2,856,428	\$2,874,322	\$0	\$9,094	0.32%
0305	Electricity	\$16,103,734	\$16,919,502	\$17,094,934	\$0	\$991,201	6.16%
0307	Water/Sewer	\$7,344,156	\$6,535,897	\$7,344,156	\$0	\$0	0.00%
0308	Telecommunications	\$5,583,929	\$4,704,207	\$4,673,781	\$254,108	-\$910,148	-16.30%
0309	Rent	\$7,292,184	\$7,292,184	\$7,464,395	\$0	\$172,211	2.36%
0440	Security	\$374,153	\$85,534	\$201,942	\$0	-\$172,211	-46.03%
0310	Occupancy Fixed Assets	\$0	\$49,929				
Grand Totals		\$39,605,137	\$38,477,098	\$39,686,190	\$254,108	\$81,053	0.20%

- 42. Describe any spending pressures that existed in FY21 or FY21 (as of January 31). In your response, please provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.**

DCPS closed FY21 in balance. In concert with OCFO, DCPS reviewed spending compared to budget on an ongoing basis.

- 43. How many vacancies were posted for DCPS during FY21 and in FY22 (through January 31)? Please list the position and the reason the position was vacated. In addition, please note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the source of funding for the position.**

DCPS works diligently to close vacancies by dedicating staff to recruitment and providing one-on-one support to applicants throughout our application/hiring process. We've established digital advertisements on LinkedIn, posted custom, school-specific vacancies via Indeed, and attended virtual recruitment events with a continued focus on mid-year opportunities. For the high-need position of substitute, DCPS has increased daily rates, offered a bonus for retired teachers, created a pilot program for aides to serve as substitutes, created a path for

central office staff to support in schools, and are working to place contracted substitutes in each school. DCPS also offers a signing bonus for psychologists and social workers hired to RISE schools. COVID Facilitator candidate clearance tracking takes places daily and we hold meetings with the vendor three times a week.

FY22					
Vacancy #	Vacancy Reason	Requisition Status	Created Date	Date Filled	Job Title
PAF-731072021	Resignation	Filled	10/4/2021	11/29/2021	Teacher
PAF-730972021	Resignation	Filled	10/4/2021	11/19/2021	Educational Aide
PAF-730982021	LOA	Filled	10/4/2021	10/26/2021	Teacher (Temp)
PAF-730962021	Resignation	Filled	10/4/2021	10/13/2021	Teacher
PAF-731032021	Transfer	Filled	10/4/2021	10/18/2021	Custodian (RW-5)
PAF-731082021	Resignation	Filled	10/4/2021	10/14/2021	Coordinator - Strategy & Logistics
PAF-731092021	Resignation	Filled	10/4/2021	10/6/2021	Teacher
PAF-731042021	Resignation	Filled	10/4/2021	10/7/2021	Teacher
PAF-730942021	Budget Addition	Filled	10/4/2021	10/4/2021	Coordinator, Special Education Program (Temp)
PAF-731012021	Promotion	Candidate Selected	10/4/2021	11/8/2021	School Counselor, Bilingual (11mo)
PAF-731002021	Resignation	Open	10/4/2021		Educational Aide
PAF-731052021	Resignation	Open	10/4/2021		Social Worker
PAF-731062021	Resignation	Open	10/4/2021		Teacher
PAF-731132021	Transfer	Filled	10/5/2021	11/1/2021	Custodian (RW-5)
PAF-731152021	Transfer	Filled	10/5/2021	10/5/2021	Educational Aide
PAF-731102021	Resignation	Open	10/5/2021		School Psychologist
PAF-731112021	Resignation	Open	10/5/2021		Custodian (RW-5)
PAF-731142021	LOA	Open	10/5/2021		Teacher (Temp)
PAF-731172021	Resignation	Filled	10/6/2021	12/5/2021	Teacher (Temp)
PAF-731202021	Retirement	Filled	10/6/2021	10/8/2021	Teacher
PAF-731182021	Transfer	Open	10/6/2021		Educational Aide
PAF-731222021	Resignation	Candidate Selected	10/7/2021	12/14/2021	Custodian (RW-3)
PAF-731462021	Resignation	Filled	10/12/2021	11/4/2021	Educational Aide
PAF-731482021	LOA	Filled	10/12/2021	10/12/2021	Teacher (Temp)

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Vacancy #	Vacancy Reason	Requisition Status	Created Date	Date Filled	Job Title
PAF-731472021	Resignation	Filled	10/12/2021	10/12/2021	Educational Aide
PAF-731492021	Transfer	Candidate Selected	10/12/2021	10/18/2021	Educational Aide
PAF-731552021	Promotion	Filled	10/13/2021	10/13/2021	Coordinator, Restorative Justice
PAF-731522021	Resignation	Candidate Selected	10/13/2021	12/3/2021	Educational Aide
PAF-731512021	Resignation	Candidate Selected	10/13/2021	10/13/2021	Teacher
PAF-731682021	LMER/OGC	Filled	10/14/2021	11/18/2021	Educational Aide
PAF-731742021	Promotion	Filled	10/14/2021	11/13/2021	Behavior Technician
PAF-731762021	Transfer	Open	10/14/2021		Teacher
PAF-731732021	LOA	Open	10/14/2021		Teacher (Temp)
PAF-731792021	Retirement	Filled	10/15/2021	12/8/2021	Custodian (RW-5)
PAF-731792021	Retirement	Filled	10/15/2021	12/8/2021	Custodian (RW-5)
PAF-731772021	Promotion	Filled	10/15/2021	10/26/2021	Teacher
PAF-731782021	LOA	Filled	10/15/2021	10/15/2021	Director, Strategy & Logistics (Temp)
PAF-731812021	Resignation	Open	10/15/2021		Teacher
PAF-731862021	Resignation	Filled	10/18/2021	11/3/2021	Educational Aide
PAF-731872021	Vacant	Open	10/18/2021		Teacher
PAF-731912021	LOA	Filled	10/19/2021	10/19/2021	Teacher
PAF-731972021	Resignation	Filled	10/19/2021	9/29/2021	Educational Aide
PAF-731952021	Resignation	Candidate Selected	10/19/2021	12/14/2021	Computer Lab Coordinator
PAF-731982021	Resignation	Candidate Selected	10/19/2021	12/8/2021	Educational Aide
PAF-731962021	Resignation	Candidate Selected	10/19/2021	12/9/2021	Teacher (Temp)
PAF-731922021	LOA	Open	10/19/2021		Instructional Coach
PAF-732052021	LOA	Filled	10/20/2021	10/25/2021	Behavior Technician (Temp)
PAF-732012021	Resignation	Filled	10/20/2021	10/21/2021	Educational Aide
PAF-732022021	LMER/OGC	Candidate Selected	10/20/2021	1/4/2022	Educational Aide
PAF-732002021	Resignation	Candidate Selected	10/20/2021	10/21/2021	Educational Aide
PAF-732032021	Promotion	Open	10/20/2021		Educational Aide
PAF-732062021	Transfer	Open	10/21/2021		Teacher (PT)
PAF-732092021	Resignation	Open	10/21/2021		Educational Aide

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Vacancy #	Vacancy Reason	Requisition Status	Created Date	Date Filled	Job Title
PAF-732102021	Resignation	Filled	10/22/2021	11/23/2021	Computer Lab Coordinator
PAF-732112021	Resignation	Filled	10/22/2021	10/26/2021	Custodian (RW-3)
PAF-732132021	Resignation	Candidate Selected	10/22/2021	12/14/2021	Custodian (RW-3)
PAF-732122021	Transfer	Candidate Selected	10/22/2021	12/14/2021	Teacher
PAF-732152021	Transfer	Filled	10/25/2021	12/8/2021	Registrar
PAF-732142021	Transfer	Filled	10/25/2021	11/15/2021	Teacher
PAF-732162021	Resignation	Filled	10/25/2021	11/23/2021	Teacher
PAF-732212021	LOA	Filled	10/25/2021	11/5/2021	Teacher (Temp)
PAF-732182021	LOA	Open	10/25/2021		Educational Aide
PAF-732242021	LOA	Filled	10/26/2021	10/26/2021	Educational Aide (Temp)
PAF-732272021	Resignation	Candidate Selected	10/26/2021	11/19/2021	Teacher (Temp)
PAF-732282021	Resignation	Filled	10/27/2021	11/15/2021	Transition Specialist
PAF-732302021	Promotion	Filled	10/27/2021	11/2/2021	Program Coordinator
PAF-732292021	Resignation	Candidate Selected	10/27/2021	12/13/2021	Social Worker
PAF-732312021	LOA	Open	10/27/2021		TLI Teacher Leader (Temp)
PAF-732442021	Promotion	Candidate Selected	10/29/2021	12/13/2021	Educational Aide
PAF-732392021	Resignation	Filled	10/29/2021	11/30/2021	Educational Aide
PAF-732452021	LOA	Filled	10/29/2021	10/29/2021	Custodian (RW-5) Temp
PAF-732382021	Resignation	Filled	10/29/2021	11/1/2021	Educational Aide
PAF-732422021	Budget Addition	Filled	10/29/2021	11/3/2021	Teacher
PAF-732402021	Budget Addition	Candidate Selected	10/29/2021	11/12/2021	Dean of Students (Bilingual)
PAF-732432021	Budget Addition	Open	10/29/2021		Teacher (Temp)
PAF-732462021	Promotion	Open	10/29/2021		Custodian (RW-3) Temp
PAF-732412021	Budget Addition	Open	10/29/2021		Teacher
PAF-732492021	Resignation	Filled	11/1/2021	11/10/2021	Teacher
PAF-732522021	Resignation	Candidate Selected	11/1/2021	12/17/2021	Educational Aide
PAF-732502021	Transfer	Candidate Selected	11/1/2021	12/9/2021	Custodian (RW-3)
PAF-732512021	Retirement	Candidate Selected	11/1/2021	12/16/2021	Teacher
PAF-732532021	Resignation	Candidate Selected	11/1/2021	11/17/2021	Teacher (Temp)

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Vacancy #	Vacancy Reason	Requisition Status	Created Date	Date Filled	Job Title
PAF-732552021	Resignation	Open	11/1/2021		Teacher
PAF-732542021	Resignation	Open	11/1/2021		Teacher (Temp)
PAF-732562021	Transfer	Open	11/1/2021		Teacher
PAF-732582021	Promotion	Filled	11/2/2021	11/22/2021	Business Manager
PAF-732592021	Resignation	Filled	11/2/2021	11/8/2021	Educational Aide
PAF-732572021	Resignation	Candidate Selected	11/2/2021	12/16/2021	Custodian (RW-3)
PAF-732892021	Reprogramming	Filled	11/3/2021	11/4/2021	Manager, Strategy & Logistics
PAF-732872021	Transfer	Filled	11/3/2021	11/4/2021	Custodian (RW-3)
PAF-732792021	Resignation	Candidate Selected	11/3/2021	11/5/2021	Teacher, Vocational (EG-9) (12mo)
PAF-732932021	LOA	Filled	11/4/2021	11/8/2021	Teacher
PAF-732952021	Resignation	Filled	11/4/2021	11/4/2021	Behavior Technician
PAF-732962021	Reprogramming	Candidate Selected	11/4/2021	12/1/2021	Social Worker (PT)
PAF-732912021	Transfer	Open	11/4/2021		Teacher
PAF-732942021	Transfer	Open	11/4/2021		School Librarian
PAF-733092021	Resignation	Filled	11/8/2021	12/1/2021	Teacher (Temp)
PAF-733172021	LOA	Filled	11/8/2021	11/29/2021	Teacher
PAF-733142021	Retirement	Filled	11/8/2021	11/10/2021	Coordinator - Strategy & Logistics
PAF-733112021	Resignation	Candidate Selected	11/8/2021	12/14/2021	Custodian (RW-5)
PAF-733162021	LOA	Candidate Selected	11/8/2021	12/1/2021	Teacher
PAF-733102021	Resignation	Candidate Selected	11/8/2021	11/23/2021	Behavior Technician
PAF-733152021	Promotion	Open	11/8/2021		ISS Coordinator
PAF-733132021	Resignation	Open	11/8/2021		Custodial Foreman
PAF-733122021	Resignation	Open	11/8/2021		Teacher
PAF-733212021	Resignation	Filled	11/9/2021	11/9/2021	Assistant Principal
PAF-733222021	Transfer	Candidate Selected	11/9/2021	11/10/2021	Custodian (RW-3)
PAF-733202021	Resignation	Open	11/9/2021		Educational Aide
PAF-733332021	LOA	Filled	11/10/2021	12/28/2021	Teacher (Temp)
PAF-733322021	Resignation	Filled	11/10/2021	12/7/2021	Custodian (RW-3)
PAF-733342021	LOA	Filled	11/10/2021	11/10/2021	Teacher (NTE)

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Vacancy #	Vacancy Reason	Requisition Status	Created Date	Date Filled	Job Title
PAF-733312021	Promotion	Open	11/10/2021		Custodian (RW-3)
PAF-733962021	Resignation	Open	11/10/2021		Teacher
PAF-733982021	Resignation	Filled	11/12/2021	11/16/2021	Coordinator, SPED (PT)
PAF-734102021	Resignation	Candidate Selected	11/15/2021	12/2/2021	Teacher
PAF-733992021	Resignation	Candidate Selected	11/15/2021	12/10/2021	Custodian (RW-3)
PAF-734272021	Resignation	Candidate Selected	11/16/2021	12/12/2021	Teacher
PAF-734262021	Resignation	Open	11/16/2021		Teacher
PAF-734282021	Resignation	Open	11/16/2021		Athletics & Activities Coordinator
PAF-734322021	Resignation	Open	11/16/2021		Educational Aide
PAF-734242021	LOA	Open	11/16/2021		Custodial Foreman (Temp)
PAF-734342021	Vacant	Filled	11/17/2021	11/17/2021	NAF Academy Director
PAF-734442021	Promotion	Filled	11/18/2021	11/24/2021	Attendance Counselor
PAF-734422021	Resignation	Candidate Selected	11/18/2021	11/18/2021	Educational Aide
PAF-734582021	LMER/OGC	Candidate Selected	11/19/2021	12/15/2021	Teacher
PAF-734602021	Resignation	Filled	11/20/2021	11/29/2021	Custodial Foreman
PAF-734632021	Transfer	Candidate Selected	11/22/2021	12/20/2021	Custodian (RW-3)
PAF-734702021	Resignation	Candidate Selected	11/22/2021	12/14/2021	Clerk
PAF-734612021	Resignation	Open	11/22/2021		Teacher
PAF-734652021	Resignation	Open	11/22/2021		Teacher
PAF-734642021	Resignation	Open	11/22/2021		Teacher (Temp)
PAF-734622021	Resignation	Open	11/22/2021		Custodian (RW-3)
PAF-734712021	Reprogramming	Open	11/22/2021		Behavior Technician
PAF-734692021	LOA	Open	11/22/2021		Teacher
PAF-734742021	LOA	Open	11/22/2021		School Librarian
PAF-734762021	LOA	Open	11/23/2021		Teacher
PAF-734772021	Resignation	Open	11/23/2021		Teacher
PAF-734782021	Resignation	Open	11/23/2021		Educational Aide
PAF-734792021	Resignation	Open	11/23/2021		Educational Aide
PAF-734852021	Resignation	Candidate Selected	11/29/2021	12/22/2021	School Counselor (11mo)

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Vacancy #	Vacancy Reason	Requisition Status	Created Date	Date Filled	Job Title
PAF-734812021	Transfer	Open	11/29/2021		Teacher
PAF-734802021	Transfer	Open	11/29/2021		Educational Aide
PAF-735002021	Transfer	Open	11/30/2021		Manager, Strategy & Logistics
PAF-734982021	Transfer	Open	11/30/2021		Custodian (RW-3)
PAF-735032021	Reprogramming	Candidate Selected	12/1/2021	12/2/2021	School Counselor
PAF-735012021	LOA	Candidate Selected	12/1/2021	12/9/2021	Teacher (Temp)
PAF-735022021	LOA	Candidate Selected	12/1/2021	12/8/2021	Educational Aide (Temp)
PAF-735052021	Resignation	Open	12/1/2021		Teacher
PAF-735042021	Resignation	Open	12/1/2021		Educational Aide
PAF-735102021	Resignation	Filled	12/2/2021	12/8/2021	Teacher
PAF-735072021	LOA	Open	12/2/2021		Custodian (Temp)
PAF-735082021	Resignation	Open	12/2/2021		Custodian (RW-3)
PAF-735112021	Resignation	Open	12/2/2021		Teacher
PAF-735092021	Resignation	Open	12/2/2021		Educational Aide
PAF-735132021	Reprogramming	Filled	12/3/2021	12/6/2021	Urban Teacher Residency
PAF-735122021	Resignation	Open	12/3/2021		School Librarian
PAF-735162021	Resignation	Open	12/6/2021		Teacher
PAF-735212021	Resignation	Candidate Selected	12/7/2021	12/24/2021	Teacher
PAF-735202021	Resignation	Open	12/7/2021		Educational Aide
PAF-735242021	Resignation	Open	12/7/2021		Social Worker
PAF-735272021	Resignation	Open	12/7/2021		Social Worker
PAF-735232021	Resignation	Open	12/7/2021		Registrar
PAF-735222021	Resignation	Open	12/7/2021		Educational Aide
PAF-735332021	LOA	Candidate Selected	12/8/2021	12/15/2021	Teacher
PAF-735312021	Transfer	Open	12/8/2021		Teacher
PAF-735372021	Transfer	Open	12/9/2021		Educational Aide
PAF-735352021	Resignation	Open	12/9/2021		Educational Aide
PAF-735512021	Resignation	Candidate Selected	12/10/2021	12/13/2021	Educational Aide
PAF-735472021	Retirement	Candidate Selected	12/10/2021	12/16/2021	Teacher

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Vacancy #	Vacancy Reason	Requisition Status	Created Date	Date Filled	Job Title
PAF-735492021	Resignation	Open	12/10/2021		Teacher
PAF-735502021	Promotion	Open	12/10/2021		Educational Aide
PAF-735482021	Promotion	Open	12/10/2021		Clerk
PAF-735642021	Budget Addition	Filled	12/13/2021	12/15/2021	Assistant - Strategy & Logistics
PAF-735652021	LOA	Filled	12/13/2021	12/16/2021	Teacher
PAF-735542021	Transfer	Candidate Selected	12/13/2021	9/29/2021	Custodian (RW-5)
PAF-735662021	Promotion	Candidate Selected	12/13/2021	12/15/2021	Dean of Students
PAF-735532021	LMER/OGC	Candidate Selected	12/13/2021	12/30/2021	Custodian (RW-5)
PAF-735562021	Resignation	Candidate Selected	12/13/2021	12/30/2021	Clerk
PAF-735632021	Resignation	Candidate Selected	12/13/2021	12/14/2021	Teacher
PAF-735522021	LMER/OGC	Open	12/13/2021		Custodial Foreman
PAF-735622021	Resignation	Open	12/13/2021		Teacher
PAF-735672021	LOA	Open	12/13/2021		Teacher (Temp)
PAF-735712021	Transfer	Candidate Selected	12/14/2021	12/15/2021	Custodian (RW-3)
PAF-735702021	Reprogramming	Candidate Selected	12/14/2021	12/16/2021	Coordinator, Restorative Justice
PAF-735692021	Resignation	Open	12/14/2021		Educational Aide
PAF-735762021	Transition	Candidate Selected	12/15/2021	12/15/2021	Educational Aide
PAF-735742021	Resignation	Candidate Selected	12/15/2021	12/27/2021	Administrative Officer
PAF-735752021	Resignation	Open	12/15/2021		Instructional Coach
PAF-735792021	Promotion	Candidate Selected	12/16/2021	12/16/2021	Custodian (RW-3)
PAF-735772021	Retirement	Open	12/16/2021		School Psychologist
PAF-735802021	Resignation	Open	12/16/2021		Educational Aide
PAF-735932021	Resignation	Filled	12/21/2021	12/21/2021	Teacher
PAF-735962021	Resignation	Candidate Selected	12/21/2021	12/22/2021	Teacher
PAF-735942021	Resignation	Open	12/21/2021		Teacher
PAF-735952021	Transfer	Open	12/21/2021		Educational Aide
PAF-735972021	Resignation	Open	12/23/2021		Teacher
PAF-735992021	Resignation	Open	12/27/2021		Teacher
PAF-735982021	Resignation	Open	12/27/2021		Educational Aide (80hr)

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Vacancy #	Vacancy Reason	Requisition Status	Created Date	Date Filled	Job Title
PAF-736042021	Promotion	Open	12/27/2021		Director, Strategy & Logistics
PAF-736032021	Resignation	Open	12/27/2021		Teacher
PAF-736022021	Resignation	Open	12/27/2021		Teacher
PAF-736012021	Resignation	Open	12/27/2021		Coordinator, Career Academy
PAF-736002021	Resignation	Open	12/27/2021		Educational Aide
PAF-736142021	Resignation	Open	12/29/2021		Computer Lab Coordinator
PAF-736162021	Reopened	Candidate Selected	12/30/2021	12/30/2021	Custodian (RW-3)
PAF-736152021	Reopened	Candidate Selected	12/30/2021	12/30/2021	Custodian (RW-3)
PAF-736252022	LMER/OGC	Open	1/3/2022		Teacher
PAF-736262022	LMER/OGC	Open	1/3/2022		Custodian (RW-3)
PAF-736182022	Resignation	Open	1/3/2022		Teacher
PAF-736172022	Resignation	Open	1/3/2022		Teacher
PAF-736212022	LOA	Open	1/3/2022		Behavior Technician (Temp)
PAF-736222022	LOA	Open	1/3/2022		Teacher
PAF-736232022	Retirement	Open	1/3/2022		Teacher
PAF-736242022	Resignation	Open	1/3/2022		Educational Aide
PAF-736272022	Transfer	Open	1/4/2022		Behavior Technician

FY21					
Vacancy Reason	Requisition Status	Created Date	Date Filled	Position Number	Job Title
Transition	Filled	10/1/2020	10/13/2020	100373	ISS Coordinator
Resignation	Filled	10/1/2020	12/14/2020	92003	Manager, Food and Nutrition Services School Operations
Transition	Filled	10/1/2020	10/13/2020	100373	ISS Coordinator
Promotion	Filled	10/2/2020	10/30/2020	101401	Program Coordinator
Transition	Candidate Selected	10/2/2020	1/22/2021	52023	Educational Aide
Resignation	Filled	10/2/2020	10/6/2020	99007	Teacher
Promotion	Filled	10/2/2020	10/30/2020	101401	Program Coordinator
Budget Addition	Filled	10/2/2020	10/2/2020	100697	Cafeteria Food Service Worker (FSW - Full Time) - McKinley
Resignation	Filled	10/2/2020	11/6/2020	87451	Specialist, Non-Public Special Education

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Vacancy Reason	Requisition Status	Created Date	Date Filled	Position Number	Job Title
Transition	Candidate Selected	10/2/2020	1/22/2021	52023	Educational Aide
Resignation	Filled	10/2/2020	10/6/2020	99007	Teacher
Resignation	Filled	10/5/2020	10/6/2020	86856	Educational Aide
Resignation	Filled	10/5/2020	10/5/2020	67846	Educational Aide
Resignation	Filled	10/5/2020	10/6/2020	86856	Educational Aide
Resignation	Filled	10/5/2020	10/5/2020	67846	Educational Aide
LMER/OGC	Filled	10/6/2020	10/19/2020	100999	Teacher - Computer (Temp)
Transition	Filled	10/6/2020	11/6/2020	99343	Educational Aide
LMER/OGC	Filled	10/6/2020	10/16/2020	76602	Custodian (RW-3)
Transition	Filled	10/6/2020	10/6/2020	101762	Teacher
LMER/OGC	Filled	10/6/2020	10/19/2020	100999	Teacher - Computer (Temp)
LMER/OGC	Filled	10/6/2020	10/19/2020	100999	Teacher - Computer (Temp)
Transition	Filled	10/6/2020	11/6/2020	99343	Educational Aide
LMER/OGC	Filled	10/6/2020	10/16/2020	76602	Custodian (RW-3)
Transition	Filled	10/6/2020	10/6/2020	101762	Teacher
Resignation	Candidate Selected	10/7/2020	1/16/2021	89664	Teacher
LOA	Filled	10/7/2020	10/23/2020	102641	Clerk (Temp)
Resignation	Candidate Selected	10/7/2020	1/16/2021	89664	Teacher
Budget Addition	Open	10/7/2020	10/13/2020	101717	Cafeteria Food Service Worker (FSW - Part Time) - Langley
LOA	Filled	10/7/2020	10/23/2020	102641	Clerk (Temp)
Transition	Open	10/7/2020		94541	Coordinator, Administrative Support
Transition	Open	10/13/2020		93025	Clerk
Vacant	Open	10/13/2020		91484	Assistant, Warehouse I
Other	Filled	10/13/2020	1/4/2021	100146	Director, Contract Security & Training
Transition	Open	10/13/2020		93025	Clerk
Vacant	Open	10/14/2020		102528	Manager, Academic Planning and Scheduling
Other	Filled	10/14/2020	10/14/2020	102565	Specialist, Early Childhood Instruction
Other	Filled	10/14/2020	12/14/2020	91488	Assistant, Educational Supply Logistics
Vacant	Open	10/14/2020		99281	Coordinator, Budget Strategy and Systems
Promotion	Filled	10/14/2020	10/20/2020	65211	Coordinator, Transportation Services
Vacant	Filled	10/14/2020	11/5/2020	100145	Deputy Chief, Strategic School Operations
Other	Filled	10/15/2020	10/16/2020	60528	Interim Principal - School Without Walls HS

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Vacancy Reason	Requisition Status	Created Date	Date Filled	Position Number	Job Title
Other	Filled	10/15/2020	10/16/2020	102568	Interim Principal - School Without Walls @ Francis-Stevens
Resignation	Open	10/15/2020		65201	Director, Early Stages Center
Other	Filled	10/15/2020	10/16/2020	60528	Interim Principal - School Without Walls HS
Other	Filled	10/15/2020	10/16/2020	102568	Interim Principal - School Without Walls @ Francis-Stevens
LOA	Filled	10/16/2020	10/21/2020	102639	Teacher (Temp)
Resignation	Open	10/16/2020		101299	Educational Aide
Resignation	Candidate Selected	10/16/2020	11/19/2020	98528	Educational Aide
LMER/OGC	Filled	10/16/2020	10/19/2020	102293	Educational Aide
Resignation	Filled	10/16/2020	10/21/2020	89739	Social Worker
LOA	Filled	10/16/2020	10/21/2020	102639	Teacher (Temp)
Resignation	Candidate Selected	10/16/2020	11/19/2020	98528	Educational Aide
Resignation	Open	10/16/2020		101299	Educational Aide
LMER/OGC	Filled	10/16/2020	10/19/2020	102293	Educational Aide
Resignation	Filled	10/16/2020	10/21/2020	89739	Social Worker
Resignation	Filled	10/19/2020	11/24/2020	95516	Athletics & Activities Coordinator
Resignation	Open	10/19/2020		86459	School Counselor (11mo)
Resignation	Open	10/19/2020	12/14/2020	101458	Educational Aide (80hr)
Transfer	Open	10/19/2020		89588	Teacher
Resignation	Open	10/19/2020		96072	Educational Aide
Resignation	Open	10/19/2020		99063	Educational Aide
Retirement	Open	10/19/2020		54931	Teacher
Resignation	Filled	10/19/2020	10/30/2020	74703	Custodian (RW-3)
Promotion	Open	10/19/2020		95920	Educational Aide
Resignation	Open	10/19/2020		73875	Educational Aide
Resignation	Filled	10/19/2020	11/24/2020	95516	Athletics & Activities Coordinator
Resignation	Open	10/19/2020		86459	School Counselor (11mo)
Resignation	Open	10/19/2020	12/14/2020	101458	Educational Aide (80hr)
Transfer	Open	10/19/2020		89588	Teacher
Resignation	Open	10/19/2020		96072	Educational Aide
Resignation	Open	10/19/2020		99063	Educational Aide
Retirement	Open	10/19/2020		54931	Teacher
Resignation	Filled	10/19/2020	10/30/2020	74703	Custodian (RW-3)

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Vacancy Reason	Requisition Status	Created Date	Date Filled	Position Number	Job Title
Promotion	Open	10/19/2020		95920	Educational Aide
Resignation	Open	10/19/2020		73875	Educational Aide
Resignation	Filled	10/20/2020	11/4/2020	54032	Custodian (RW-3)
Resignation	Filled	10/20/2020	11/4/2020	54032	Custodian (RW-3)
Vacant	Filled	10/21/2020	10/21/2020	92494	Coordinator, College & Career
Vacant	Filled	10/21/2020	10/21/2020	92494	Coordinator, College & Career
Transfer	Open	10/22/2020	11/19/2020	98604	Social Worker
Resignation	Open	10/22/2020		89782	Educational Aide
Resignation	Open	10/22/2020		101389	Reading Specialist
Transfer	Open	10/22/2020	11/19/2020	98604	Social Worker
Resignation	Open	10/22/2020		89782	Educational Aide
Resignation	Open	10/22/2020		101389	Reading Specialist
Resignation	Filled	10/23/2020	10/26/2020	95946	Teacher
LOA	Filled	10/23/2020	11/17/2020	102659	Instructional Coach(Temp)
LOA	Filled	10/23/2020	10/23/2020	102638	Teacher (Temp)
LOA	Filled	10/23/2020	10/30/2020	102605	Teacher/Temp
Resignation	Filled	10/23/2020	10/26/2020	95946	Teacher
LOA	Filled	10/23/2020	11/17/2020	102659	Instructional Coach(Temp)
LOA	Filled	10/23/2020	10/23/2020	102638	Teacher (Temp)
LOA	Filled	10/23/2020	10/30/2020	102605	Teacher/Temp
N/A	Filled	10/25/2020	11/17/2020	56620	Substitute Teacher
N/A	Filled	10/25/2020	12/4/2020	55690	Substitute Teacher
N/A	Filled	10/25/2020	11/10/2020	55665	Substitute Teacher
N/A	Filled	10/25/2020	10/25/2020	55688	Substitute Teacher
N/A	Filled	10/25/2020	11/10/2020	55700	Substitute Teacher
N/A	Filled	10/25/2020	11/2/2020	55623	Substitute Teacher
N/A	Filled	10/25/2020	11/2/2020	55910	Substitute Teacher
N/A	Filled	10/25/2020	11/2/2020	55828	Substitute Teacher
N/A	Filled	10/25/2020	11/2/2020	55640	Substitute Teacher
N/A	Filled	10/25/2020	11/10/2020	55694	Substitute Teacher
N/A	Filled	10/25/2020	11/6/2020	55609	Substitute Teacher
N/A	Filled	10/25/2020	11/17/2020	56620	Substitute Teacher

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Vacancy Reason	Requisition Status	Created Date	Date Filled	Position Number	Job Title
N/A	Filled	10/25/2020	12/4/2020	55690	Substitute Teacher
N/A	Filled	10/25/2020	11/10/2020	55665	Substitute Teacher
N/A	Filled	10/25/2020	10/25/2020	55688	Substitute Teacher
N/A	Filled	10/25/2020	11/10/2020	55700	Substitute Teacher
N/A	Filled	10/25/2020	11/2/2020	55623	Substitute Teacher
N/A	Filled	10/25/2020	11/2/2020	55910	Substitute Teacher
N/A	Filled	10/25/2020	11/2/2020	55828	Substitute Teacher
N/A	Filled	10/25/2020	11/2/2020	55640	Substitute Teacher
N/A	Filled	10/25/2020	11/10/2020	55694	Substitute Teacher
N/A	Filled	10/25/2020	11/6/2020	55609	Substitute Teacher
Promotion	Filled	10/26/2020	12/22/2020	52931	Assistant Principal (Temp)
Promotion	Filled	10/26/2020	12/6/2020	83712	Assistant Principal (Intervention) (Temp)
Budget Addition	Filled	10/26/2020	12/15/2020	102608	Manager, MTSS
Promotion	Filled	10/26/2020	10/27/2020	64467	Coordinator, Student Health Services
Promotion	Filled	10/26/2020	10/27/2020	96698	Coordinator, Homeless Children and Youth Program
Promotion	Open	10/26/2020	12/1/2020	85593	Analyst, Section 504 and Student Accommodations
Promotion	Filled	10/26/2020	12/22/2020	52931	Assistant Principal (Temp)
Promotion	Filled	10/26/2020	12/6/2020	83712	Assistant Principal (Intervention) (Temp)
LOA	Filled	10/27/2020	10/28/2020	102662	Teacher
LOA	Filled	10/27/2020	10/28/2020	102662	Teacher
N/A	Filled	10/27/2020	10/27/2020	75494	Specialist, Teacher Selection & Analytics
Resignation	Filled	10/28/2020	12/21/2020	53000	Teacher
LOA	Filled	10/28/2020	11/4/2020	102797	Teacher (Temp)
Resignation	Filled	10/28/2020	12/21/2020	53000	Teacher
LOA	Filled	10/28/2020	11/4/2020	102797	Teacher (Temp)
Other	Filled	10/29/2020	11/4/2020	102692	Custodial Foreman
Transition	Filled	10/29/2020	11/6/2020	98148	Clerk
Other	Filled	10/29/2020	11/4/2020	102692	Custodial Foreman
Reopened	Open	10/29/2020		74768	Director, Academic Programs
Transition	Filled	10/29/2020	11/6/2020	98148	Clerk
Vacant	Open	10/30/2020		100383	Coordinator, Compliance Risk and Safety
Other	Filled	11/2/2020	11/13/2020	58307	Administrative Aide/Administrative Assistant

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Vacancy Reason	Requisition Status	Created Date	Date Filled	Position Number	Job Title
Resignation	Open	11/2/2020		95941	Teacher
Other	Filled	11/2/2020	11/13/2020	58307	Administrative Aide/Administrative Assistant
Resignation	Open	11/2/2020		95941	Teacher
Resignation	Open	11/3/2020		98080	Specialist, Facility Management
LOA	Filled	11/5/2020	11/17/2020	102691	Teacher (Temp)
LOA	Filled	11/5/2020	11/16/2020	96464	Counselor (temp)
LOA	Filled	11/5/2020	11/17/2020	102691	Teacher (Temp)
LOA	Filled	11/5/2020	11/16/2020	96464	Counselor (temp)
Vacant	Open	11/5/2020		77841	Specialist, Data and Performance
Budget Addition	Filled	11/6/2020	11/13/2020	102670	Project Director, Rigorous Instruction Supports Equity Project (
LOA	Filled	11/9/2020	11/9/2020	61914	Teacher/Temp
N/A	Filled	11/9/2020	12/10/2020	102569	Manager, Speech & Language Pathology
N/A	Filled	11/9/2020	1/8/2021	87470	Analyst, Central IEP Team
LOA	Filled	11/9/2020	11/9/2020	61914	Teacher/Temp
LOA	Open	11/12/2020		101070	Teacher (Temp)
LOA	Open	11/12/2020		101070	Teacher (Temp)
Transfer	Filled	11/16/2020	11/19/2020	54094	Custodian (RW-5)
Resignation	Open	11/16/2020		101317	Dean of Students
Transfer	Filled	11/16/2020	11/19/2020	54094	Custodian (RW-5)
Resignation	Open	11/16/2020		101317	Dean of Students
Vacant	Filled	11/16/2020	12/7/2020	75205	Manager, Social Work
LMER/OGC	Filled	11/17/2020	11/17/2020	102697	Interim Principal - Eaton ES
Resignation	Open	11/17/2020		101745	Teacher
Resignation	Filled	11/17/2020	12/10/2020	71840	Clerk
LMER/OGC	Filled	11/17/2020	11/17/2020	102697	Interim Principal - Eaton ES
Resignation	Open	11/17/2020		101745	Teacher
Resignation	Filled	11/17/2020	12/10/2020	71840	Clerk
Promotion	Open	11/18/2020		77845	Coordinator, CEO Logistics & Operations
Vacant	Filled	11/18/2020	1/13/2021	74670	Analyst, Benefits & Compensation
Transfer	Open	11/20/2020		73883	Custodian (RW-3)
Transfer	Open	11/20/2020		73883	Custodian (RW-3)

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Vacancy Reason	Requisition Status	Created Date	Date Filled	Position Number	Job Title
Resignation	Filled	11/23/2020	12/15/2020	101002	Teacher(Temp)
Resignation	Filled	11/23/2020	12/17/2020	52041	Athletic Trainer
Transfer	Candidate Selected	11/23/2020	1/30/2021	98280	Specialist, ISI Budget and Operations
Resignation	Filled	11/23/2020	12/15/2020	101002	Teacher(Temp)
LOA	Open	11/24/2020		100733	Teacher (Temp)
LOA	Filled	11/24/2020	12/30/2020	102800	Teacher (Temp)
N/A	Filled	11/24/2020	12/16/2020	102799	Educational Aide (Temp)
LOA	Filled	11/24/2020	12/22/2020	102798	Teacher (Temp)
Retirement	Filled	11/24/2020	12/15/2020	74530	Attendance Counselor
LOA	Filled	11/24/2020	11/24/2020	102665	Teacher (Temp)
LOA	Open	11/24/2020		100733	Teacher (Temp)
Transition	Filled	11/24/2020	1/15/2021	75764	Coordinator, School Staffing
LOA	Filled	11/24/2020	12/30/2020	102800	Teacher (Temp)
N/A	Filled	11/24/2020	12/16/2020	102799	Educational Aide (Temp)
LOA	Filled	11/24/2020	12/22/2020	102798	Teacher (Temp)
LOA	Filled	11/24/2020	12/22/2020	102798	Teacher (Temp)
Retirement	Filled	11/24/2020	12/15/2020	74530	Attendance Counselor
LOA	Filled	11/24/2020	11/24/2020	102665	Teacher (Temp)
Resignation	Open	11/30/2020		66062	Educational Aide
Resignation	Open	11/30/2020		66062	Educational Aide
Vacant	Open	11/30/2020		71337	Coordinator, Academic Planning & Scheduling
Resignation	Open	12/1/2020		101352	Assistant Principal
Resignation	Filled	12/1/2020	1/8/2021	87126	Business Manager
LOA	Filled	12/1/2020	12/7/2020	102705	Teacher (Temp)
LOA	Filled	12/1/2020	12/7/2020	102706	Teacher (Temp)
Resignation	Open	12/1/2020		101352	Assistant Principal
Resignation	Filled	12/1/2020	1/8/2021	87126	Business Manager
LOA	Filled	12/1/2020	12/7/2020	102705	Teacher (Temp)
LOA	Filled	12/1/2020	12/7/2020	102706	Teacher (Temp)

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Vacancy Reason	Requisition Status	Created Date	Date Filled	Position Number	Job Title
Vacant	Filled	12/1/2020	1/11/2021	101717	Cafeteria Food Service Worker (FSW - Part Time)
Other	Filled	12/2/2020	12/9/2020	102774	Educational Aide (80hr)
Transition	Open	12/2/2020	12/2/2020	98952	Teacher (PT)
Resignation	Open	12/2/2020		54868	Educational Aide
Vacant	Filled	12/2/2020	12/3/2020	91487	Assistant, Warehouse Logistics
Other	Filled	12/2/2020	12/9/2020	102774	Educational Aide (80hr)
Transition	Open	12/2/2020	12/2/2020	98952	Teacher (PT)
Resignation	Open	12/2/2020		54868	Educational Aide
LOA	Filled	12/3/2020	12/14/2020	102707	Teacher (Temp)
LOA	Filled	12/3/2020	12/14/2020	102707	Teacher (Temp)
Vacant	Filled	12/4/2020	12/22/2020	91484	Assistant, Warehouse Logistics
Vacant	Filled	12/4/2020	12/4/2020	91489	Assistant, Warehouse Logistics
Vacant	Filled	12/4/2020	12/4/2020	91490	Assistant, Warehouse Logistics
Vacant	Filled	12/4/2020	12/4/2020	88339	Assistant, Warehouse Logistics
Transition	Open	12/7/2020		75178	Teacher
Resignation	Open	12/7/2020		98328	Urban Teacher Residency
N/A	Filled	12/7/2020	12/7/2020	55722	Substitute Teacher
N/A	Filled	12/7/2020	12/7/2020	56609	Substitute Teacher
N/A	Filled	12/7/2020	12/31/2020	55620	Substitute Teacher
N/A	Filled	12/7/2020	12/28/2020	55730	Substitute Teacher
N/A	Filled	12/7/2020	1/4/2021	55806	Substitute Teacher
N/A	Filled	12/7/2020	12/17/2020	55818	Substitute Teacher
Transition	Open	12/7/2020		75178	Teacher
Resignation	Open	12/7/2020		98328	Urban Teacher Residency
N/A	Filled	12/7/2020	12/7/2020	55722	Substitute Teacher
N/A	Filled	12/7/2020	12/7/2020	56609	Substitute Teacher
N/A	Filled	12/7/2020	12/31/2020	55620	Substitute Teacher
N/A	Filled	12/7/2020	12/28/2020	55730	Substitute Teacher
N/A	Filled	12/7/2020	1/4/2021	55806	Substitute Teacher
N/A	Filled	12/7/2020	12/17/2020	55818	Substitute Teacher
Vacant	Open	12/7/2020		102854	Coordinator, Content & Curriculum
Vacant	Candidate Selected	12/7/2020	1/21/2021	102852	Coordinator, Talent Development

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Vacancy Reason	Requisition Status	Created Date	Date Filled	Position Number	Job Title
Vacant	Candidate Selected	12/7/2020	1/22/2021	102848	Specialist, Grant Administration
Vacant	Candidate Selected	12/7/2020	1/21/2021	102853	Coordinator, Budget
Vacant	Open	12/7/2020		102847	Specialist, Equity Strategy and Programming
Vacant	Open	12/7/2020		102855	Specialist, SEL
Vacant	Open	12/7/2020		102861	Specialist, Reading Achievement
Vacant	Candidate Selected	12/7/2020	1/21/2021	102865	Specialist, RISE PD
Vacant	Candidate Selected	12/7/2020	1/21/2021	102851	Specialist, Career & Leadership Development
Resignation	Filled	12/9/2020	12/11/2020	100801	Teacher (PT)
Resignation	Filled	12/9/2020	12/22/2020	51714	School Counselor (11mo)
Resignation	Filled	12/9/2020	12/22/2020	95450	Custodian (RW-5)
Transfer	Open	12/9/2020		92933	School Counselor, Bilingual
Resignation	Filled	12/9/2020	12/11/2020	100801	Teacher (PT)
Resignation	Filled	12/9/2020	12/22/2020	51714	School Counselor (11mo)
Resignation	Filled	12/9/2020	12/22/2020	95450	Custodian (RW-5)
Transfer	Open	12/9/2020		92933	School Counselor, Bilingual
Vacant	Open	12/9/2020		91484	Assistant, Warehouse Logistics
Vacant	Open	12/9/2020		88313	Assistant, Warehouse Logistics
Promotion	Filled	12/9/2020	12/9/2020	71648	Analyst, Logistics
Promotion	Filled	12/9/2020	12/9/2020	70264	Manager, Logistics
Vacant	Candidate Selected	12/10/2020	12/14/2020	102719	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102720	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102721	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102715	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102716	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102717	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102718	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102722	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102723	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/15/2020	102724	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102712	Student Support CARE Assistant - Eaton ES
Vacant	Candidate Selected	12/10/2020	12/14/2020	102713	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102714	Student Support CARE Assistant

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Vacancy Reason	Requisition Status	Created Date	Date Filled	Position Number	Job Title
Vacant	Candidate Selected	12/10/2020	12/14/2020	102729	Student Support CARE Assistant
Vacant	Filled	12/10/2020	12/14/2020	102730	Student Support CARE Assistant - Janney ES
Vacant	Candidate Selected	12/10/2020	12/14/2020	102731	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102732	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102725	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102726	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102727	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102728	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	1/4/2021	102737	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102733	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/16/2020	102734	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/16/2020	102735	Student Support CARE Assistant
Vacant	Filled	12/10/2020	12/18/2020	102736	Student Support CARE Assistant - Garrison ES
LOA	Filled	12/10/2020	12/14/2020	102337	Teacher/Temp
Vacant	Filled	12/10/2020	12/18/2020	102736	Student Support CARE Assistant - Garrison ES
Vacant	Filled	12/10/2020	12/14/2020	102730	Student Support CARE Assistant - Janney ES
Vacant	Candidate Selected	12/10/2020	12/16/2020	102734	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/16/2020	102735	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/15/2020	102724	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102713	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102714	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102712	Student Support CARE Assistant - Eaton ES
Vacant	Candidate Selected	12/10/2020	12/14/2020	102715	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102716	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102732	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102729	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102733	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102731	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102726	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102721	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102727	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102722	Student Support CARE Assistant

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Vacancy Reason	Requisition Status	Created Date	Date Filled	Position Number	Job Title
Vacant	Candidate Selected	12/10/2020	12/14/2020	102728	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102723	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/15/2020	102724	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102719	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102725	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102720	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102717	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	12/14/2020	102718	Student Support CARE Assistant
Vacant	Candidate Selected	12/10/2020	1/4/2021	102737	Student Support CARE Assistant
Resignation	Open	12/10/2020		82362	Manager, Career Preparedness Programs
Vacant	Candidate Selected	12/10/2020	1/25/2021	102672	Coordinator, CTE Early Childhood Education (Part -Time)
LOA	Filled	12/10/2020	12/14/2020	102337	Teacher/Temp
Resignation	Filled	12/14/2020	12/18/2020	53844	Teacher
Resignation	Open	12/14/2020		98602	Teacher
Resignation	Filled	12/14/2020	12/18/2020	53844	Teacher
Resignation	Open	12/14/2020		98602	Teacher
Resignation	Open	12/14/2020		58905	Manager, Central IEP Team
Resignation	Open	12/14/2020		51844	Manager, Speech & Language Pathology
Resignation	Filled	12/15/2020	12/16/2020	76808	Teacher
Transition	Filled	12/15/2020	12/21/2020	51762	Administrative Aide/Administrative Assistant
Other	Filled	12/15/2020	12/22/2020	97740	WAE, Specialist, Summer School and Enrichment (K-12)
Resignation	Filled	12/15/2020	12/16/2020	76808	Teacher
Transition	Filled	12/15/2020	12/21/2020	51762	Administrative Aide/Administrative Assistant
Vacant	Open	12/15/2020		82001	Manager, IT Asset Administration
Vacant	Open	12/15/2020		71514	Analyst, IT Asset Administration
Vacant	Open	12/16/2020		102673	Coordinator, Talent Ready
Vacant	Open	12/16/2020		102463	Director, Special Projects
Promotion	Filled	12/16/2020	12/17/2020	99276	Manager, Technology Cluster Support
Promotion	Filled	12/16/2020	12/17/2020	99275	Manager, Technology Cluster Support
Promotion	Filled	12/16/2020	12/17/2020	99274	Manager, Technology Cluster Support
Promotion	Open	12/16/2020	12/17/2020	99274	Manager, Technology Cluster Support
Promotion	Open	12/16/2020	12/17/2020	99274	Manager, Technology Cluster Support

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Vacancy Reason	Requisition Status	Created Date	Date Filled	Position Number	Job Title
Promotion	Candidate Selected	12/16/2020	12/17/2020	96679	Manager, Curriculum Innovations
Promotion	Filled	12/16/2020	12/17/2020	88752	Specialist, Library Programs
Promotion	Open	12/16/2020		99280	Manager, Technology Cluster Support
Promotion	Filled	12/17/2020	12/17/2020	99278	Manager, Technology Cluster Support
Promotion	Filled	12/17/2020	12/17/2020	99277	Manager, Technology Cluster Support
Vacant	Filled	12/17/2020	12/22/2020	99280	Manager, Educational Technology
Vacant	Open	12/17/2020		72048	Specialist, Early Childhood Instruction
Vacant	Filled	12/17/2020	12/17/2020	102566	Specialist, Early Childhood Instruction
Vacant	Filled	12/17/2020	12/17/2020	72057	Specialist, Early Childhood Instruction
Transfer	Open	12/18/2020		86470	Educational Aide
N/A	Filled	12/18/2020	12/18/2020	102638	Teacher (Temp)
Transfer	Open	12/18/2020		86470	Educational Aide
N/A	Filled	12/18/2020	12/18/2020	102638	Teacher (Temp)
Resignation	Filled	12/21/2020	1/14/2021	89982	Teacher
Resignation	Filled	12/21/2020	1/14/2021	89982	Teacher
LOA	Filled	12/22/2020	12/22/2020	102805	Teacher (Temp)
LOA	Filled	12/22/2020	1/12/2021	102863	Teacher (Temp)
LOA	Filled	12/22/2020	12/22/2020	102805	Teacher (Temp)
LOA	Filled	12/22/2020	1/12/2021	102863	Teacher (Temp)
LOA	Filled	12/23/2020	12/28/2020	84631	Teacher/Temp
LOA	Filled	12/23/2020	12/28/2020	84631	Teacher/Temp
Vacant	Candidate Selected	12/28/2020	1/28/2021	86690	Educational Aide
Resignation	Filled	12/28/2020	12/28/2020	90235	Teacher
Resignation	Candidate Selected	12/28/2020	1/22/2021	62490	Specialist, Compliance and Special Education Data/Reporting
Vacant	Candidate Selected	12/28/2020	1/28/2021	86690	Educational Aide
Vacant	Candidate Selected	12/28/2020	1/28/2021	86690	Educational Aide
Resignation	Filled	12/28/2020	12/28/2020	90235	Teacher
Promotion	Open	12/29/2020		76338	Behavior Technician
Promotion	Open	12/29/2020		53475	Administrative Officer (Temp)
Promotion	Open	12/29/2020		76338	Behavior Technician
Promotion	Open	12/29/2020		53475	Administrative Officer (Temp)
LOA	Filled	12/31/2020	1/6/2021	102846	Teacher/Temp

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Vacancy Reason	Requisition Status	Created Date	Date Filled	Position Number	Job Title
LOA	Filled	12/31/2020	1/6/2021	102846	Teacher/Temp
LOA	Filled	1/4/2021	1/12/2021	102870	teacher (temp)
Transfer	Open	1/4/2021		53746	Custodian (RW-5)
Resignation	Filled	1/4/2021	1/11/2021	89616	Teacher
LOA	Filled	1/4/2021	1/12/2021	102870	teacher (temp)
Transfer	Open	1/4/2021		53746	Custodian (RW-5)
Resignation	Filled	1/4/2021	1/11/2021	89616	Teacher
Other	Open	1/6/2021		84989	Teacher
Resignation	Candidate Selected	1/6/2021	1/19/2021	62395	Teacher
Other	Open	1/6/2021		84989	Teacher
Resignation	Candidate Selected	1/6/2021	1/19/2021	62395	Teacher
Resignation	Open	1/7/2021		100884	Teacher
Resignation	Open	1/7/2021		65386	Manager, K-5 Summer School Programs
Transition	Open	1/7/2021		57248	Director, Strategic School Operations
Resignation	Open	1/7/2021		100884	Teacher
Resignation	Open	1/8/2021		96211	Teacher
N/A	Filled	1/8/2021	1/13/2021	56520	Substitute Teacher
Resignation	Open	1/8/2021		96211	Teacher
N/A	Filled	1/8/2021	1/13/2021	56520	Substitute Teacher
Resignation	Open	1/11/2021		93292	Director, Specialized Instruction(Temp)
Resignation	Open	1/11/2021		93292	Director, Specialized Instruction(Temp)
Resignation	Open	1/12/2021		101094	Teacher
Resignation	Open	1/12/2021		61099	Teacher
Resignation	Open	1/12/2021		64499	Manager, Afterschool Programs
Promotion	Candidate Selected	1/12/2021	1/12/2021	74805	Senior Director, Related Services
Promotion	Filled	1/12/2021	1/12/2021	67607	Analyst, Planning & Effectiveness
Promotion	Filled	1/12/2021	1/12/2021	75888	Specialist, Home & Hospital Instruction Program (HHIP)
Resignation	Open	1/12/2021		101094	Teacher
Resignation	Open	1/12/2021		61099	Teacher
Budget Addition	Open	1/12/2021		102850	Specialist, Student Health Services
Budget Addition	Open	1/12/2021		102856	Director, Student Health Services
Transition	Open	1/13/2021		60684	Specialist, Strategic School Operations

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Vacancy Reason	Requisition Status	Created Date	Date Filled	Position Number	Job Title
Transition	Open	1/13/2021		92005	Analyst, Cost Account - Food and Nutrition Services
Resignation	Open	1/13/2021		100141	Manager, Facility Management
Resignation	Open	1/13/2021		75218	Specialist, Application Development
Vacant	Open	1/13/2021		99604	Coordinator, Operations
Resignation	Candidate Selected	1/19/2021	1/27/2021	62114	Teacher
Transfer	Candidate Selected	1/19/2021	1/21/2021	89463	Teacher
Resignation	Candidate Selected	1/19/2021	1/27/2021	62114	Teacher
Transition	Open	1/19/2021		62957	Specialist, Strategic School Operations
Transfer	Candidate Selected	1/19/2021	1/21/2021	89463	Teacher
Other	Open	1/20/2021		100317	Specialist, DCPS Persists (College Facing)
Resignation	Candidate Selected	1/22/2021	1/26/2021	65810	Teacher
Resignation	Candidate Selected	1/22/2021	1/27/2021	98485	Educational Aide
Resignation	Candidate Selected	1/22/2021	1/26/2021	65810	Teacher
Resignation	Candidate Selected	1/22/2021	1/27/2021	98485	Educational Aide
Resignation	Open	1/25/2021		54999	Occupational Therapist (10 Month)
Promotion	Candidate Selected	1/25/2021	1/25/2021	101418	Educational Aide
Resignation	Open	1/25/2021		54999	Occupational Therapist (10 Month)
Budget Addition	Open	1/25/2021		102849	Specialist, Elementary ESL RISE PD
Budget Addition	Open	1/25/2021		102858	Specialist, Secondary ESL RISE PD
Budget Addition	Open	1/25/2021		102860	Specialist, RISE Early Literacy
Budget Addition	Open	1/25/2021		102857	Specialist, RISE Secondary Literacy
Promotion	Candidate Selected	1/25/2021	1/25/2021	101418	Educational Aide
Resignation	Open	1/26/2021		75830	Educational Aide
Other	Open	1/26/2021		95443	Custodian (RW-5)
Resignation	Open	1/26/2021		75830	Educational Aide
Other	Open	1/26/2021		95443	Custodian (RW-5)
Budget Addition	Open	1/26/2021		102859	Specialist, MTSS
LOA	Candidate Selected	1/28/2021	1/29/2021	69582	Teacher (Temp)
LOA	Candidate Selected	1/28/2021	1/29/2021	69582	Teacher (Temp)

- 44. (a) Provide a list of all DCPS grantmaking authorities for fiscal year 2021 and for fiscal year 2022 (through January 31). For each, identify the statutory or regulatory authority for the grant and describe the purpose of the grant.**

In FY21 DCPS was granted emergency grant-making authority under the Mayor's Extension of the Public Emergency and Public Health Emergency, dated July 2020. DCPS awarded one grant in FY21 to City Year, Inc for a total of \$1,054,999.00. The grant funded whole child supports (academics, attendance, and behavior) at 15 DCPS schools for SY20-21.

- (b) Provide, in table form, a list of each grant awarded by DCPS in fiscal year 2021 in fiscal year 2022 (through January 31), including:**

- 1. Grantee name;**
- 2. Dollar amount of the grant; and**
- 3. Source of funds for the grant by program and activity.**

DCPS awarded one grant in FY21 to City Year, Inc for a total of \$1,054,999.00. Funds were combined across schools and fund sources; a complete list of contributing funds is below.

Grantee Name	Dollar Amount of the Grant	Index	PCA
City Year	\$60,000.00	2029L	CE29L
City Year	\$80,000.00	2029L	ENARL
City Year	\$70,000.00	2029L	EOARL
City Year	\$75,595.00	2029L	MDARL
City Year	\$4,405.00	2029L	MD29L
City Year	\$70,000.00	2029L	ERARL
City Year	\$15,000.00	1786F	SY86F
City Year	\$55,000.00	2029L	MGARL
City Year	\$50,000.00	F1786	SY86F
City Year	\$25,000.00	1786F	SY86F
City Year	\$5,000.00	F1786	SY86F
City Year	\$90,000.00	2029L	LCARL
City Year	\$110,000.00	2029L	LRARL

Grantee Name	Dollar Amount of the Grant	Index	PCA
City Year	\$10,864.00	2029L	NA29L
City Year	\$69,136.00	2029L	NAARL
City Year	\$70,000.00	2029L	NBARL
City Year	\$25,000.00	2029L	MJ29L
City Year	\$40,276.00	2029L	MJARL
City Year	\$49,724.00	L1381	ZZ27L
City Year	\$79,999.00	2029L	NGARL

45. For each contract awarded or option period exercised by DCPS in an amount exceeding \$1 million, in table format, each for calendar year 2020 and 2021, provide the following:

- (a) Vendor name;
- (b) Brief description of services;
- (c) The award amount included in the contract approved by the Council;
- (d) The actual dollar amount expended under the contract or option period; and
- (e) Where a modification to the dollar value of the contract was exercised for less than \$1 million, the dollar amount of the modification.

Awards Over \$1 Million-- Calendar Year 2020				
Vendor Name	Brief Description of Services	Initial Award	Purchase Order Amounts	Amount Expended
Turnaround for Children	Consulting and Coaching Services	\$700,000.00	\$850,000.00	\$850,000.00
Great Minds	Math Consumables K-12	\$1,437,795.39	\$2,434,652.52	\$2,434,652.52
Amplify Education, Inc.	mClass Platform & Software Subscriptions	\$537,441.00	\$1,787,212.30	\$1,394,781.60
Vision Security Solutions	DCPS CCTV Monitoring, Maintenance & Repairs Svcs	\$904,540.00	\$2,685,983.00	\$1,633,119.00
T-Mobile	Mobile Wi-Fi Due to COVID	\$1,749,360.00	\$1,940,480.00	\$1,880,903.42
Milestone Therapeutic Services	Occupational and Physical Therapy Services (RELATED Services)	\$2,107,842.50	\$2,390,064.00	\$2,107,842.50

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Vendor Name	Brief Description of Services	Initial Award	Purchase Order Amounts	Amount Expended
Networking For Future	Maintenance for the District of Columbia Public Schools Routers and Switches (E-Rate)	\$992,668.38	\$1,044,840.00	\$1,044,840.00
Progressus Therapy	Speech Language Pathology Services (RELATED Services)	\$839,146.84	\$2,899,715.76	\$2,364,046.89
Context Global	American Sign Language Services (ASL)	\$999,740.00	\$4,082,510.00	\$3,196,182.95
DC Central Kitchen	Food Services Management Company	\$5,779,117.54	\$20,889,573.67	\$17,211,848.12
Performance Management Services, LLC	Title I Instructional services	\$1,189,962.00	\$6,961,173.90	\$6,397,696.02
CDW Government LLC	ELI 1:1	\$11,695,448.22	\$11,695,448.22	\$11,695,448.22
Sodexo	Food Services Management Company	\$37,734,681.89	\$133,819,532.33	\$125,358,673.91
Sharp Electronics Corporation	Copiers Lease, Maintenance and Supplies	\$5,602,390.56	\$5,190,653.50	\$5,190,653.50
Totals		\$72,270,134.32	\$198,671,839.20	\$180,879,785.23
Awards Over \$1 Million-Calendar Year 2021				
Vendor Name	Brief Description of Services	Initial Award	Purchase Order Amounts	Amount Expended
Context Global	American Sign Language Services (ASL)	\$999,740.00	\$1,200,000.00	\$963,787.50
Great Minds	Math Consumables K-12	\$1,225,390.34	\$1,225,390.34	\$1,225,390.34
DC Central Kitchen	Food Services Management Company	\$9,493,207.39	\$9,493,207.39	\$3,291,766.31
Performance Management Services, LLC	Title I Instructional services	\$1,189,962.00	\$811,889.28	\$545,359.03
CDW Government LLC	ELI 1:1	\$11,695,448.22	\$12,048,615.39	\$12,045,556.51
CDW Government LLC	Teacher Devices	\$1,039,886.00	\$1,039,886.00	\$1,020,599.44
T-Mobile	Mobile Wi-Fi Due to COVID	\$1,907,416.00	\$1,907,416.00	\$1,542,917.79
Sodexo	Food Services Management Company	\$22,156,081.06	\$22,156,081.06	\$16,167,325.11
Sharp Electronics Corporation	Copiers Lease, Maintenance and Supplies	\$3,303,794.64	\$3,303,794.64	\$923,621.84

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

(a) DCPS student enrollment for School Year (SY) 20-21 (based on the final audited enrollment report) and SY21-22 (audited);

Audited student enrollment for School Year (SY) 20-21 is posted on the DCPS website annually [here](#). Audited SY21-22 by grade is below:

School Name	By Grade																
Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO* *
Ballou STAY High School	458												80	56	63	43	216
Roosevelt STAY High School	584												148	97	79	76	184
Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO* E**
Luke C. Moore High School	155												51	37	36	30	1
DCPS Opportunity Academy Schools Total	1197												279	190	178	149	400
River Terrace Education Campus	115						4	0	1	5	6	2	5	0	0	0	92
DCPS Special Education Schools Total	115						4	0	1	5	6	2	5	0	0	0	92

School Name	By Grade																	
Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO*	UN/C E**
Amidon-Bowen Elementary School	335	32	31	47	50	42	44	50	39									
Anacostia High School	321												141	80	44	38		18
Ballou High School	636												301	149	94	76		16
Bancroft Elementary School	676	43	63	104	109	102	93	88	74									
Bard High School Early College DC (Bard DC)	377												151	94	124	8		
Barnard Elementary School	596	57	76	82	67	73	92	77	72									
Beers Elementary School	384	28	48	47	53	53	45	48	62									
Benjamin Banneker High School	537												145	139	140	113		
Brent Elementary School	431	29	35	65	64	69	64	71	34									
Brightwood Elementary School	597	33	71	94	87	80	62	84	86									

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Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO*	UN/C E**
Brookland Middle School	327									103	112	112						
Browne Education Campus	414	22	36	47	34	37	32	35	38	37	37	59						
Bruce-Monroe Elementary School @ Park View	425	39	42	54	60	65	48	57	60									
Bunker Hill Elementary School	188	22	18	34	22	29	23	24	16									
Burroughs Elementary School	241	39	29	38	34	19	29	26	27									
Burrville Elementary School	256	26	32	35	39	29	28	33	34									
C.W. Harris Elementary School	231	17	25	37	25	34	36	33	24									
Capitol Hill Montessori School @ Logan	383	52	56	37	40	38	30	33	20	29	19	29						
Cardozo Education Campus	624									43	60	76	165	107	80	71		22
Cleveland Elementary School	272	31	32	32	41	36	35	33	32									

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Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO*	UN/C E**
Columbia Heights Education Campus	1554									169	149	192	355	271	208	206		4
Coolidge High School	740												294	190	177	64		15
Deal Middle School	1396									447	480	469						
Dorothy I. Height Elementary School	424	60	39	55	62	58	57	50	43									
Drew Elementary School	191	15	29	26	24	23	21	21	32									
Duke Ellington School of the Arts	579												156	151	133	139		
Dunbar High School	728												264	208	143	95		18
Eastern High School	766												328	181	122	96		39
Eaton Elementary School	423		39	50	71	57	74	65	67									
Eliot-Hine Middle School	317									120	85	112						
Excel Academy	428	22	24	37	40	38	41	38	50	50	46	42						
Garfield Elementary School	245	15	30	34	36	29	28	36	37									

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Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO*	UN/C E**
Garrison Elementary School	331	38	41	56	51	46	31	39	29									
H.D. Cooke Elementary School	366	31	42	47	46	50	50	54	46									
H.D. Woodson High School	478												188	104	98	70		18
Hardy Middle School	531									182	186	163						
Hart Middle School	421									134	154	133						
Hearst Elementary School	334		41	47	56	48	48	47	47									
Hendley Elementary School	278	14	23	38	37	38	34	55	39									
Houston Elementary School	268	30	34	46	38	27	30	33	30									

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Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO*	UN/C E**
Hyde-Addison Elementary School	374	14	38	60	47	58	66	56	35									
Ida B. Wells Middle School	530									174	175	181						
J.O. Wilson Elementary School	424	44	59	56	51	52	52	60	50									
Janney Elementary School	672		77	92	93	106	98	113	93									
Jefferson Middle School Academy	375									124	126	125						
John Lewis Elementary School	371	41	55	65	44	43	38	40	45									
Johnson Middle School	318									111	106	101						
Kelly Miller Middle School	400									128	124	148						
Ketcham Elementary School	283	27	32	41	35	44	34	40	30									
Key Elementary School	319		37	40	44	50	52	61	35									

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Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO*	UN/C E**
Kimball Elementary School	400	37	37	63	50	41	55	66	51									
King Elementary School	223	16	27	26	28	31	31	29	35									
Kramer Middle School	272									99	87	86						
Lafayette Elementary School	860		55	142	124	149	135	139	116									
Langdon Elementary School	348	36	44	51	41	49	42	47	38									
Langley Elementary School	303	41	43	44	36	40	25	44	30									
LaSalle-Backus Elementary School	252	31	29	35	29	33	27	37	31									
Lawrence E. Boone Elementary School	424	35	59	61	56	49	64	47	53									
Leckie Education Campus	414	28	23	33	45	44	51	37	48	38	41	26						
Ludlow-Taylor Elementary School	440	43	53	65	65	59	57	52	46									

*Responses to FY21 Performance Oversight Questions
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Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO*	UN/C E**
MacFarland Middle School	628									187	186	255						
Malcolm X Elementary School @ Green	195	19	13	33	22	18	28	26	36									
Mann Elementary School	366		40	55	54	68	51	50	48									
Marie Reed Elementary School	441	43	54	55	54	58	55	68	54									
Maury Elementary School	518	37	49	80	81	81	83	67	40									
McKinley Middle School	277									92	90	95						
McKinley Technology High School	691												210	161	167	153		
Military Road Early Learning Center	45	28	17															
Miner Elementary School	376	44	52	56	43	43	45	49	44									
Moten Elementary School	212	20	29	28	27	26	24	24	34									

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Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO*	UN/C E**
Murch Elementary School	601		57	93	85	85	90	99	92									
Nalle Elementary School	295	34	31	36	39	34	34	46	41									
Noyes Elementary School	256	20	24	57	21	40	31	27	36									
Oyster-Adams Bilingual School	740		40	84	89	88	80	75	72	71	73	68						
Patterson Elementary School	278	21	32	38	38	33	35	40	41									
Payne Elementary School	292	36	38	34	31	47	38	45	23									
Peabody Elementary School (Capitol Hill Cluster)	210	55	78	77														
Phelps Architecture Construction and Engineering High School	320												126	91	55	48		
Plummer Elementary School	239	27	37	28	29	27	26	28	37									

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Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO*	UN/C E**
Powell Elementary School	492	36	40	78	79	73	67	66	53									
Randle Highlands Elementary School	280	24	30	38	36	40	35	37	40									
Raymond Elementary School	369	27	35	51	53	38	59	53	53									
Ron Brown College Preparatory High School	201												74	36	39	52		
Roosevelt High School	797												314	186	160	129		8
Ross Elementary School	162		20	23	31	25	28	19	16									
Savoy Elementary School	249	21	29	39	32	24	41	37	26									
School Without Walls @ Francis-Stevens	516	26	30	37	31	31	37	34	38	79	86	87						
School Without Walls High School	597												157	143	152	145		

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Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO*	UN/C E**
School-Within-School @ Goding	321	29	47	47	48	45	45	42	18									
Seaton Elementary School	349	42	54	45	40	45	41	41	41									
Shepherd Elementary School	367	30	38	38	54	47	42	49	69									
Simon Elementary School	223	15	26	29	29	27	30	30	37									
Smothers Elementary School	195	21	17	28	30	25	27	23	24									
Sousa Middle School	233									82	67	84						
Stanton Elementary School	338	31	38	35	44	46	43	48	53									
Stoddert Elementary School	445		19	85	68	67	75	66	65									
Stuart-Hobson Middle School (Capitol Hill Cluster)	508									165	171	172						

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Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO*	UN/C E**
Takoma Elementary School	388	48	49	69	59	45	41	38	39									
Thaddeus Stevens Early Learning Center	62	25	37															
Thomas Elementary School	278	26	32	38	52	28	33	36	33									
Thomson Elementary School	276	28	36	35	36	25	36	42	38									
Truesdell Elementary School	448	48	55	65	59	64	49	47	61									
Tubman Elementary School	529	31	36	85	67	80	80	77	73									
Turner Elementary School	472	27	44	76	65	69	62	68	61									
Tyler Elementary School	492	55	71	75	63	64	60	63	41									
Van Ness Elementary School	371	29	40	44	63	51	51	43	50									
Walker-Jones Education Campus	387	14	35	37	28	34	47	30	42	38	36	46						

Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO*	UN/C E**
Watkins Elementary School (Capitol Hill Cluster)	422				86	81	82	94	79									
Wheatley Education Campus	335	26	30	35	37	35	34	29	19	28	32	30						
Whittier Elementary School	336	35	40	51	41	46	32	52	39									
Woodrow Wilson High School	2062												646	521	468	415		12
DCPS Schools Total	47723	2176	3146	4027	3852	3798	3727	3828	3501	2730	2728	2891	4015	2812	2404	1918		170
DCPS Overall TOTAL	49035	2176	3146	4027	3852	3798	3731	3828	3502	2735	2734	2893	4299	3002	2582	2067	400	263

(b) Summer school enrollment for the previous three school years;

Summer School Enrollment, FY19 - FY21			
Grade Level	2019 Enrollment	2020 Enrollment	2021 Enrollment
ES (K-5)*	1901	1911	847
MS (6-8)*	1188	240	117
K-7 PM Program	1308	N/A	N/A
HS (9 – 12)	2570	1539	2286
Summer Acceleration Academy (PK-12)**	N/A	N/A	5,814
Extended School Year (ESY)	1434	898	1,008

Grade Level	2019 Enrollment	2020 Enrollment	2021 Enrollment
English Learner Summer Academic Program (ELSAP)	405	420	684
Focused Student Achievement Act (FSAA) 8th grade	N/A		
<p><i>Note: Some students may be counted twice as they may participate in more than one DCPS-supported program. N/A entries indicate the summer program did not operate in that year.</i></p> <p><i>* ES/MS Enrollment numbers reflect the number of students enrolled after no shows are removed from the program (second week of programming) at peak enrollment.</i></p> <p><i>** Summer Acceleration Academies were run by each school in Summer 2021 in response to the pandemic.</i></p> <p><i>***** These numbers reflect all students/youth served by CBOs in grades K to 12, including SYEP program participants co-located mostly in high schools.</i></p>			

(b) The summer school enrollment estimated for 2022.

DCPS will offer summer learning opportunities focused on acceleration and enrichment and looks forward to sharing more details regarding registration.

47. (a) How many and what percentage of students applied through the lottery SY17-18, SY18- 19, SY19-20, and SY20-21? For 1) the DCPS out-of-boundary lottery (K-12), 2) application, and 3) pre- K lottery.

For SY21-22, fewer students applied to a DCPS school, particularly in Pre-K and early elementary school grades, compared to previous years. The largest group of unique DCPS applications, by individual grades, were submitted to Pre-Kindergarten, with just over 5,900 applicants seeking either a PK3 or PK4 seat. In addition, the number of students applying to an out-of-boundary school continued to increase in SY21-22 across grades K-12.

Students who Applied to the My School DC Lottery, including Out-of-Boundary, Pre-K 3 and Pre-K 4, and Selective High Schools					
	SY17-18	SY18-19	SY19-20	SY20-21	SY21-22
# of Students who Applied to Out-of-Boundary Lottery (K-12th)	9,131	10,721	11,004	11,281	12,728
# of Students who Applied to PK3 or PK4	6,600	7,162	7,288	7,352	5,905
# of Students who Applied to Selective High Schools (9-12th)*	2,255	2,486	2,650	2,746	2,519
Total # of Students who Applied to the Out-of-Boundary and PK Lottery	15,731	17,883	18,655	18,633	14,786

This table reflects unique applicants who applied by the initial My School DC deadlines.

**The “# of Student who Applied to Selective High School (9-12th)” is a subset of the “# of Students who Applied to Out-of-Boundary Lottery (K-12th).*

(b) For each school, how many, and what percentage of, students are out-of-boundary for SY19-20, SY20-21, and SY21-22 (through January 31)?

Similar to last year, approximately half of all DCPS students attend a school other than their in-boundary, or neighborhood, school. In some cases, this is because students are attending alternative or specialized programs, but it is also common for students to simply attend an out-of-boundary school that may better meet a student’s needs. In SY21-22 DCPS’ in-boundary student enrollment decreased for the second year in a row, by 1,209 students, largely due to the influence of COVID-19 on families’ educational choices.

In SY20-21, 49 percent of DCPS students in grades PK3-12 attended a school other than their in-boundary school, including citywide, alternative and specialized schools.

- Schools with Highest Out of Boundary percentage: Leckie EC (77%), Tyler ES (72%), and Hyde-Addison ES (71%).
- Schools with Lowest Out of Boundary percentage: Janney ES (4%), Peabody ES (10%, and Lafayette ES (12%).

In SY21-22 (to date), 52 percent of DCPS students in grades PK3-12 attended a school other than their in-boundary school, including citywide, alternative, and specialized schools.

- Schools with Highest Out of Boundary percentage: Tyler ES (74%), Leckie EC (74%), and Boone ES (72%).
- Schools with Lowest Out of Boundary percentage: Janney ES (7%), Murch ES (12%), and Lafayette (12%).

Please refer to the table below for a detailed breakdown of out-of-boundary enrollment across all of DCPS.

DCPS Out of Boundary Enrollment SY18-19 through SY21-22								
School Name	SY18-19 Audited Enrollment		SY19-20 Audited Enrollment		SY20-21 Audited Enrollment		SY21-22 Reported Enrollment	
	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary
Aiton ES	141	58%	125	56%	127	61%	133	69%
Amidon-Bowen ES	160	47%	141	42%	120	38%	129	39%
Anacostia HS	79	27%	100	31%	125	38%	140	44%
Ballou HS	168	26%	120	21%	146	22%	168	26%
Ballou STAY	524	100%	491	100%	523	100%	454	100%
Bancroft ES	194	34%	185	30%	193	31%	205	30%
Banneker HS	482	100%	523	100%	549	100%	537	100%
Bard HS Early College	-	-	167	100%	265	100%	377	100%
Barnard ES	172	28%	182	28%	187	30%	225	38%
Beers ES	268	55%	270	56%	264	58%	253	66%
Boone ES	282	66%	275	64%	294	68%	305	72%
Brent ES	121	28%	147	34%	148	34%	154	36%
Brightwood ES	172	23%	155	22%	150	24%	157	26%
Brookland MS	132	49%	193	54%	171	50%	162	50%
Browne EC	148	40%	176	41%	178	45%	191	46%
Bruce-Monroe ES	258	57%	256	54%	264	56%	237	56%
Bunker Hill ES	54	24%	74	32%	68	33%	65	35%
Burroughs ES	158	58%	171	60%	140	52%	122	51%
Burrville ES	123	42%	153	49%	143	53%	136	53%
C.W. Harris ES	96	41%	76	32%	94	40%	110	48%
Cap Hill Montessori	362	100%	325	100%	354	100%	383	100%

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School Name	SY18-19 Audited Enrollment		SY19-20 Audited Enrollment		SY20-21 Audited Enrollment		SY21-22 Reported Enrollment	
	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary
Cardozo EC	469	63%	416	57%	367	59%	369	59%
Cleveland ES	170	56%	185	60%	189	64%	188	69%
Columbia Heights EC	1145	87%	1206	81%	1274	86%	1358	87%
Coolidge HS	154	47%	229	50%	308	55%	428	58%
Deal MS	399	26%	374	26%	340	23%	318	23%
Dorothy I. Height ES	480	100%	476	100%	437	100%	424	100%
Drew ES	130	55%	114	49%	132	59%	121	63%
Duke Ellington HS	545	100%	558	100%	591	100%	578	100%
Dunbar HS	320	48%	363	56%	412	62%	478	66%
Eastern HS	468	63%	493	62%	468	64%	517	68%
Eaton ES	156	33%	143	31%	124	29%	123	29%
Eliot-Hine MS	148	64%	173	66%	165	62%	186	59%
Excel Academy	469	100%	449	100%	456	100%	428	100%
Garfield ES	86	30%	101	35%	89	34%	101	41%
Garrison ES	165	60%	166	57%	175	55%	193	58%
General Education Residential Schools	-	-	N<10	100%	-	-	-	-
H.D. Cooke ES	177	46%	189	46%	176	46%	167	46%
Hardy MS	287	64%	258	54%	226	45%	233	44%
Hart MS	91	25%	72	17%	97	21%	116	28%
Hearst ES	103	31%	93	27%	82	24%	81	24%
Hendley ES	60	16%	56	16%	47	15%	58	21%
Houston ES	125	45%	124	45%	135	50%	164	61%
Hyde-Addison ES	280	80%	269	72%	273	71%	265	71%
Ida B. Wells MS			70	38%	144	39%	210	40%
Inspiring Youth Program	32	100%	44	100%	36	100%	-	-

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School Name	SY18-19 Audited Enrollment		SY19-20 Audited Enrollment		SY20-21 Audited Enrollment		SY21-22 Reported Enrollment	
	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary
J.O. Wilson ES	327	69%	328	70%	291	65%	300	71%
Janney ES	50	7%	33	4%	26	4%	48	7%
Jefferson MS	213	62%	211	60%	218	58%	214	57%
Johnson MS	101	37%	115	34%	121	34%	67	21%
Kelly Miller MS	99	21%	105	20%	95	19%	86	22%
Ketcham ES	115	38%	130	40%	136	41%	131	46%
Key ES	53	13%	58	15%	50	14%	57	18%
Kimball ES	104	30%	109	28%	91	24%	154	39%
King M.L. ES	178	60%	140	46%	131	48%	128	57%
Kramer MS	63	30%	55	26%	62	26%	87	32%
Lafayette ES	107	12%	111	12%	105	12%	103	12%
Langdon ES	149	42%	153	41%	164	46%	167	48%
Langley ES	139	48%	128	42%	130	41%	124	41%
LaSalle-Backus ES	170	45%	161	44%	122	43%	100	40%
Leckie EC	332	63%	330	67%	333	77%	305	74%
Ludlow-Taylor ES	227	52%	196	43%	168	38%	169	38%
Luke C. Moore HS	288	100%	280	100%	208	100%	153	100%
MacFarland MS	146	41%	189	34%	225	35%	253	40%
Malcolm X ES	128	53%	132	57%	119	55%	117	60%
Mann ES	85	21%	85	20%	71	18%	83	23%
Marie Reed ES	268	61%	277	60%	278	61%	268	61%
Maury ES	52	13%	60	13%	65	13%	78	15%
McKinley MS	130	56%	141	57%	179	63%	193	70%
McKinley Tech HS	633	100%	653	100%	696	100%	691	100%
Military Road Early Learning Center	-	-	-	-	-	-	45	100%
Miner ES	145	40%	154	41%	162	41%	150	40%

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School Name	SY18-19 Audited Enrollment		SY19-20 Audited Enrollment		SY20-21 Audited Enrollment		SY21-22 Reported Enrollment	
	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary
Moten ES	121	37%	93	33%	69	29%	78	37%
Murch ES	118	20%	102	16%	83	14%	70	12%
Nalle ES	156	42%	156	45%	138	44%	143	48%
Noyes ES	62	28%	68	30%	68	32%	90	35%
Oyster-Adams EC (Adams)	329	47%	319	44%	346	47%	368	50%
Patterson ES	136	35%	164	42%	130	42%	117	42%
Payne ES	184	53%	176	55%	148	46%	138	47%
Peabody ES	38	17%	27	12%	21	10%	43	20%
Phelps ACE HS	265	100%	257	100%	276	100%	320	100%
Plummer ES	125	38%	125	44%	108	43%	110	46%
Powell ES	257	48%	248	47%	227	44%	203	41%
Randle Highlands	182	55%	188	54%	164	52%	165	59%
Raymond ES	275	49%	251	49%	243	54%	217	59%
River Terrace EC	131	100%	128	100%	132	100%	115	100%
Ron Brown HS	261	100%	252	100%	216	100%	201	100%
Roosevelt HS	269	42%	348	45%	402	53%	431	54%
Roosevelt STAY	648	100%	761	100%	634	100%	582	100%
Ross ES	44	23%	31	18%	27	15%	44	27%
Savoy ES	94	35%	105	40%	131	50%	137	55%
School Without Walls @ FS	283	60%	278	51%	329	56%	317	61%
School Without Walls HS	592	100%	591	100%	600	100%	597	100%
School-Within-School @ Goding	313	100%	317	100%	315	100%	321	100%
Seaton ES	255	65%	239	61%	225	61%	226	65%

*Responses to FY21 Performance Oversight Questions
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School Name	SY18-19 Audited Enrollment		SY19-20 Audited Enrollment		SY20-21 Audited Enrollment		SY21-22 Reported Enrollment	
	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary
Shepherd ES	177	47%	172	46%	153	41%	139	38%
Simon ES	84	35%	89	35%	90	38%	106	48%
Smothers ES	109	44%	117	47%	92	44%	74	38%
Sousa MS	79	33%	91	31%	97	35%	74	32%
Stanton ES	203	43%	176	41%	174	45%	195	58%
Stevens Early Learning Center	-	-	-	-	79	100%	62	100%
Stoddert ES	70	15%	118	24%	80	19%	69	16%
Stuart-Hobson MS	310	68%	330	68%	357	70%	365	72%
Takoma ES	196	39%	194	36%	170	36%	127	33%
Thomas ES	94	26%	85	26%	73	24%	71	26%
Thomson ES	141	43%	139	43%	130	44%	128	46%
Truesdell ES	213	35%	195	35%	186	40%	165	37%
Tubman ES	234	43%	223	40%	232	44%	225	43%
Turner ES	164	33%	183	36%	200	40%	213	45%
Tyler ES	383	75%	387	73%	382	72%	364	74%
Van Ness ES	64	24%	63	19%	78	21%	76	20%
Walker-Jones EC	154	40%	148	36%	127	33%	140	36%
Watkins ES	291	66%	283	63%	279	64%	269	64%
West ES	146	43%	148	43%	148	47%	182	49%
Wheatley EC	113	36%	161	45%	138	46%	158	47%
Whittier ES	131	37%	117	32%	123	38%	144	43%
Wilson HS	676	38%	695	37%	736	38%	766	37%
Woodson HS	132	29%	153	33%	144	33%	195	41%
Youth Services Center	31	100%	35	100%	43	100%	-	-

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

49. 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 FY19, FY20, FY21, and FY22 (through January 31);

For FY21, DCPS' total Medicaid reimbursement was \$20,049,550.30. Of the \$20M in Medicaid revenue, \$7.3M was from the FY19 Cost Report audit. For FY22 to date, DCPS has billed for \$5M and hasn't yet received payment. Additionally, DCPS has completed the FY20 Cost Report audit and is set to receive an \$11M lump sum payment in FY22. An outline of the Medicaid revenue received for FY19, FY20, FY21 and FY22 to date follows:

FY18-FY22 Medicaid Claiming Revenue		
Fiscal Year	Amount Billed	Amount Received
FY19	\$ 20,771,025.27	\$13,955,702.94

Fiscal Year	Amount Billed	Amount Received
FY20	\$ 22,080,222.43	\$15,070,911.37
FY21	\$ 15,819,702.25	\$11,414,935.71
FY22	\$ 5,491,013.56	In Process

(b) A list of the 20 most frequently billed Medicaid reimbursable school-based services;

Service Type	Procedure Code
Speech-Language Pathology	92508 - Group therapy session - Speech Therapy
Occupational Therapy	97530 - OT Dynamic therapeutic activities
Speech-Language Pathology	92507 - Individual therapy session - Speech
Occupational Therapy	97150 - OT Therapeutic procedure, group
Psychology	96131 - Psychological testing evaluation
Behavioral Support Services	H0004 - Group behavioral counseling therapy
Behavioral Support Services	90853 - Group psychotherapy
Behavioral Support Services	H0004 - Individual behavioral counseling therapy
Physical Therapy	97530 - PT Dynamic therapeutic activities
Speech-Language Pathology	92523 - Speech/hearing evaluation
Behavioral Support Services	90834 - Psychotherapy, 45 minutes with Patient
Behavioral Support Services	90832 - Psychotherapy, 30 Minutes with Patient
Occupational Therapy	97168 - Occupational therapy re-evaluation
Psychology	96130 - Psychological testing evaluation
Psychology	96101 - Psych testing, per hour
Occupational Therapy	97166 - Occupational therapy evaluation
Behavioral Support Services	90837 - Psychotherapy, 60 minutes with Patient
Audiology	92507 - Individual therapy session - Audiology
Physical Therapy	97150 - PT Therapeutic procedure, group
Physical Therapy	97164 - Physical therapy re-evaluation

(c) A school-by-school breakdown of Medicaid billing that was billed and received for FY19, FY20, FY21, and in FY22 (through January 31).

School Name	School Code	FY19 Units Claimed	FY19 Paid Percentage	FY20 Units Claimed	FY20 Paid Percentage	FY21 Units Claimed	FY21 Paid Percentage	FY22 Units Claimed to date
Aiton ES	202	1793	62%	1755	72%	1304	75%	525
Amidon-Bowen ES	203	4018	67%	4790	71%	2881	74%	645
Bancroft ES	204	2850	72%	3099	65%	3058	69%	972
Barnard ES	205	7548	58%	6401	65%	4498	71%	1284
Beers ES	206	6882	69%	6264	68%	4032	74%	1889
Brent ES	212	604	71%	533	72%	604	75%	631
Brightwood EC	213	2706	61%	2985	58%	3044	68%	1764
Bunker Hill ES	219	827	75%	1315	62%	1168	78%	690
Burroughs ES	220	2849	70%	2799	72%	1240	71%	234
Burrville ES	221	995	54%	1189	69%	354	56%	331
Cleveland ES	224	962	74%	1393	76%	1175	74%	295
H.D. Cooke ES	227	2338	64%	3356	60%	2315	67%	999
Drew ES	231	1617	69%	1520	72%	1091	78%	499
Eaton ES	232	534	66%	1129	72%	815	73%	419
Garfield ES	238	3024	73%	3538	64%	3460	71%	939
Garrison ES	239	4043	70%	4013	66%	1702	66%	555
Hardy MS	246	822	72%	1770	67%	2328	77%	327
C.W. Harris ES	247	4416	70%	3814	70%	1947	73%	936
Hendley ES	249	3903	70%	4304	71%	2116	76%	414
Houston ES	251	5108	70%	4021	69%	2206	75%	688
Hyde-Addison ES	252	251	77%	265	75%	151	78%	40
Janney ES	254	231	78%	394	70%	200	70%	95

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School Name	School Code	FY19 Units Claimed	FY19 Paid Percentage	FY20 Units Claimed	FY20 Paid Percentage	FY21 Units Claimed	FY21 Paid Percentage	FY22 Units Claimed to date
Ketcham ES	257	2003	69%	1240	70%	284	74%	127
Hearst ES	258	2319	74%	2514	74%	1498	74%	401
Kimball ES	259	2580	68%	3197	70%	1930	72%	486
Lafayette ES	261	508	80%	1716	65%	2305	74%	1072
Langdon ES	262	1855	64%	1910	70%	1389	74%	312
LaSalle-Backus EC	264	3140	72%	2278	73%	1610	74%	678
Leckie EC	266	2116	70%	2578	72%	1443	76%	312
Ludlow-Taylor ES	271	4408	70%	3598	71%	2436	71%	874
Key ES	272	479	77%	209	78%	123	66%	48
Mann ES	273	374	66%	373	69%	171	77%	97
Maury ES	274	834	59%	543	57%	303	68%	103
Miner ES	280	4210	61%	4439	65%	3327	67%	1116
Marie Reed ES	284	1889	76%	1747	74%	2140	78%	639
Moten ES	285	3424	61%	3295	69%	1215	71%	436
Murch ES	287	907	67%	1081	72%	893	72%	272
Nalle ES	288	1050	72%	1559	54%	1151	59%	522
Noyes ES	290	3597	67%	3801	71%	2792	76%	742
Orr ES	291	2924	67%	3187	69%	2205	74%	966
Oyster-Adams Bilingual	292	2911	71%	2596	68%	1700	73%	797
Patterson ES	294	4963	66%	4754	68%	3734	72%	1224
Payne ES	295	3162	71%	3481	69%	2858	75%	674
Bruce-Monroe ES @ Park View	296	2585	71%	1999	65%	2254	70%	1308
Plummer ES	299	4582	63%	4403	67%	4023	76%	994
Powell ES	300	2422	73%	2106	70%	1649	74%	283

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School Name	School Code	FY19 Units Claimed	FY19 Paid Percentage	FY20 Units Claimed	FY20 Paid Percentage	FY21 Units Claimed	FY21 Paid Percentage	FY22 Units Claimed to date
Peabody ES (Capitol Hill Clus)	301	167	50%	378	74%	109	76%	3
Raymond EC	302	3224	71%	3130	65%	1695	73%	594
River Terrace	304	8472	54%	8173	70%	2708	76%	996
Ross ES	305	179	70%	115	71%	26	76%	109
Savoy ES	307	1730	68%	1337	75%	1068	74%	544
Malcolm X ES @ Green	308	2638	66%	2520	68%	1682	74%	265
Seaton ES	309	4561	74%	5024	70%	3623	78%	1442
Shepherd ES	313	216	84%	206	84%	177	75%	17
Simon ES	315	1784	63%	2392	70%	1730	74%	398
Randle Highlands ES	316	1736	66%	1234	69%	616	69%	113
Stanton ES	319	3483	68%	4744	68%	1829	70%	1840
Stoddert ES	321	247	53%	218	47%	379	77%	290
Smothers ES	322	3567	67%	3811	70%	1936	75%	1338
Takoma EC	324	2972	66%	3793	70%	3983	75%	2357
Thomas ES	325	5354	64%	4262	71%	1888	72%	27
Thomson ES	326	1305	68%	1662	64%	1871	75%	619
Truesdell EC	327	3371	68%	3139	64%	3196	63%	872
Tubman ES	328	5786	66%	7042	68%	3366	75%	1315
Turner ES	329	6571	65%	5128	65%	1804	68%	1321
Tyler ES	330	5500	57%	5689	70%	4649	73%	1168
Van Ness ES	331	289	66%	991	72%	889	70%	243
Walker-Jones EC	332	5826	69%	5223	68%	2351	71%	832
Watkins ES (Capitol Hill Clus)	333	1345	63%	1550	71%	884	77%	327

*Responses to FY21 Performance Oversight Questions
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School Name	School Code	FY19 Units Claimed	FY19 Paid Percentage	FY20 Units Claimed	FY20 Paid Percentage	FY21 Units Claimed	FY21 Paid Percentage	FY22 Units Claimed to date
Wheatley EC	335	2295	59%	3419	68%	1608	75%	792
West EC	336	1204	78%	2293	75%	1790	71%	718
Whittier EC	338	4312	70%	4678	71%	3980	72%	1986
J.O. Wilson ES	339	3795	71%	4283	71%	2832	71%	1577
King, M.L. ES	344	2052	75%	1784	66%	523	76%	832
Brookland MS	347	1080	72%	1452	75%	1375	76%	213
Dorothy I. Height ES	349	3171	71%	4350	67%	3787	65%	1528
Cap Hill Montessori @ Logan	360	654	69%	1036	68%	1138	75%	782
Langley ES	370	4781	68%	5271	70%	4377	76%	2004
Browne EC	404	3271	66%	4788	65%	3012	62%	1238
Deal MS	405	1049	76%	1603	72%	1654	74%	698
Eliot-Hine MS	407	1562	67%	1524	69%	1643	70%	670
SWW @ Francis Stevens	409	1636	69%	2868	69%	1668	75%	456
Hart MS	413	1928	67%	2775	72%	2385	73%	522
Johnson, John Hayden MS	416	1032	70%	1643	71%	2034	74%	663
Kramer MS	417	1097	70%	782	75%	761	75%	492
MacFarland MS	420	359	86%	1224	72%	2197	77%	447
Kelly Miller MS	421	2155	72%	1955	73%	1067	75%	290
Sousa MS	427	1028	68%	1656	66%	2117	76%	340
Stuart-Hobson MS	428	1310	71%	1681	69%	1403	62%	472
Jefferson MS Academy	433	1498	74%	2723	72%	2805	72%	521
McKinley MS	435	1240	66%	1887	72%	1923	75%	410

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School Name	School Code	FY19 Units Claimed	FY19 Paid Percentage	FY20 Units Claimed	FY20 Paid Percentage	FY21 Units Claimed	FY21 Paid Percentage	FY22 Units Claimed to date
Ron Brown High School	436	300	73%	480	70%	668	78%	43
Columbia Heights EC (CHEC)	442	1676	70%	1757	68%	2418	77%	440
Anacostia HS	450	1446	68%	1894	60%	2432	73%	526
Ballou HS	452	2013	70%	2328	73%	2411	74%	518
Cardozo EC	454	4253	71%	4696	66%	5086	75%	2330
Coolidge HS	455	1285	71%	1393	66%	2277	77%	262
Roosevelt STAY @ MacFarland	456	35	78%	233	72%	197	78%	19
Eastern HS	457	2220	73%	3555	64%	3860	74%	954
McKinley Technology HS	458	572	79%	209	73%	158	76%	4
Roosevelt High School	459	1470	68%	1585	70%	1498	75%	407
Ballou STAY	462	60	67%	249	78%	289	75%	18
Wilson HS	463	1288	48%	1229	72%	520	75%	51
Woodson, H.D. HS	464	1355	72%	1363	68%	1624	72%	206
Tuition Grant-DCPS Non Public	465	1210	65%	1066	71%	537	76%	106
Dunbar HS	467	691	70%	842	68%	765	72%	232
Ellington School of the Arts	471	210	69%	234	77%	147	77%	23
Residential Schools	472	259	48%	122	70%	24	42%	0
Washington Metropolitan HS	474	26	92%	180	69%	99	72%	0
Phelps ACE HS	478	289	82%	321	42%	448	69%	85

School Name	School Code	FY19 Units Claimed	FY19 Paid Percentage	FY20 Units Claimed	FY20 Paid Percentage	FY21 Units Claimed	FY21 Paid Percentage	FY22 Units Claimed to date
Youth Services Center	861	516	60%	537	56%	969	76%	213
Luke Moore Alternative HS	884	26	45%	56	83%	42	76%	4
School-Within-School @ Goding	943	3508	70%	2983	68%	2193	71%	906
CHOICE Academy @ Washington Met	947	20	70%	8	70%	0	0%	0
Inspiring Youth Program	950	28	58%	101	70%	15	76%	23
Early Stages @ Walker Jones EC	6000	55142	67%	49360	68%	4577	45%	524
Private School Enrollment(PRO)	7000	644	73%	761	68%	166	77%	173
Resolution	8100	4	0%	28	75%	0	0%	0

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

DCPS remains committed to the implementation of the Students Fair Access to Schools Act of 2018 (SFASA). Last year, DCPS invested in staff dedicated to promoting positive school culture. DCPS has sustained the Restorative Practice staffing investment and launched our Multi-Systems of Support (MTSS), by hiring ten MTSS Specialists to support schools with developing and implementing strengths-based tiered supports. These staff members support schools to: 1) develop safe and nurturing learning environments that focus on building and maintaining positive relationships with students; 2) create alternatives to suspensions that focus on skill development and restoring harm; and 3) design supports and interventions for students who struggle with behavioral challenges.

The Restorative Practices Specialists regularly monitor the DCPS Data Analysis Center (DDAC) and Panorama to provide frequent updates on student discipline data to school leaders. Consistent attention to the data provides an opportunity to discuss both student level interventions and school-wide discipline practices, including adherence to SFASA. In order to ensure effective monitoring of SFASA, DCPS has designed the DCPS Data Analysis Center (DDAC) to provide daily updates on our student discipline

data. This platform monitors the following metrics: Year-to-date (YTD) out of school suspensions (OSS), OSS by subgroups, OSS that are awaiting administration actions, and OSS by infractions. The Restorative Practices Team analyzes this data weekly and collaborates with schools with the greatest need for interventions and strategies to address student discipline practices.

The implementation of MTSS provides an added layer of support to ensure the SFASA is being implemented with fidelity. The goal of the DCPS MTSS framework is to fully integrate a system of tiered supports that creates the conditions for excellent schools by addressing the needs of the whole child. The MTSS framework incorporates analysis of holistic student data including academics, behavior, attendance, and Social Emotional Learning (SEL). Our MTSS Data System supports school teams in triangulating data to better understand relationships between data points, identify root causes, and develop aligned supports. The data system also provides a shared platform for tracking intervention plans and documenting student progress.

DCPS will continue to train staff on the implementation of the SFASA and provide ongoing training and technical support throughout the school year. In addition to training staff on the compliance requirements of the Act and updates to Chapter 25, DCPS will focus trainings on developing and implementing school-wide positive behavior support models, training staff on the whole child approach and trauma-informed best practices, and equipping students with the ability to develop the skills necessary to effectively manage conflict and stress. For example, DCPS will continue to offer training on restorative practices and has contracted with the International Institute for Restorative Practices (IIRP) to certify trainers within DCPS. DCPS also just invested in significantly growing the Restorative Practices team by adding three more Specialists to directly support schools and respond to the demand schools are showing to implement proactive and responsive, non-punitive strategies.

51. Describe in detail DCPS' programs, training, or interventions to address commercial sexual exploitation of students attending DCPS schools in SY20-20 and SY21-22 (through January 31).

In SY 21-22, over 200 Social Workers received training and were given the charge to champion education around human trafficking. Social Workers at DCPS have been equipped to teach students how to be on the 'lookout' for traffickers who often use various forms of force, fraud, and coercion to control and exploit victims through the implementation of developmentally appropriate and evidence-based interventions such as *I AM Little Red* and *Tell Your Friends* for elementary schools and *LIGHTS* for secondary schools. This created an increased level of awareness to identify signs and symptoms of human trafficking and by creating a see-something-say-something culture in schools. The School Mental Health Team recently applied for and received a COVID-19 Supplement grant for \$358,000 from the Center for Disease Control (CDC). As part of this grant, 50% of the total award will be extended to training our staff on evidence-based models that will increase our reach in this area. The funds will allow DCPS to expand upon what was piloted at Eastern HS and equip secondary schools to continue educating school communities on human trafficking in SY 21-22, 22-23 and 23-24.

52. Describe the status of the DCPS school security contract transfer and the budget for the contract.

District of Columbia Office of Contracting and Procurement (OCP) led MPD and DCPS in a new contract solicitation in Spring 2017. The contract with Security Assurance Assistance Management, Inc. (SAM) covers FY18, FY19, FY20, and FY21. DCPS is currently in the fourth (4th) and final option year of the current security contract. See **Q52Attachment_DCPS School Security Contract**.

DCPS drafted the statement of work for the solicitation of the new contract. The solicitation was offered up for prospective companies to respond by late January 2022. DCPS took over management of the contract at the start of FY21. DCPS provides regular guidance to all school security personnel by following licensing and training requirements established by MPD's Security Officers Management Branch (SOMB). All Special Police Officers, Security Officers and Private Detective Agency Owners are required to have knowledge of District of Columbia Municipal Regulations Title 6A, Chapter 11 and Title 17 Chapters 20 and 21. DCPS provides annual and ongoing training to its SPOs according to DC Code and Regulations.

Since assuming complete oversight of the security contract, DCPS has been working to “Reimagine Security & Safety” in all school buildings, with the following intended goals:

- Decrease negative experiences with police/SROs/Security for students of color.
- Align school security practices with broader DCPS vision and values.
- Encourage security staff to build relationships, de-escalate, and use practices aligned with DCPS values and vision.
- Schools train security staff on DCPS aligned practices and include them in district-wide professional development opportunities.

To this end, DCPS created opportunities to implement summer and school-year training for school security, MPD School Resource Officers (SROs), and school-based staff around whole child and restorative practices. In partnership with the Student Behavior team, contract officers and School Resource Officers were provided with professional development opportunities. DCPS facilitated a three (3) day PD from August 17 – 19, 2021 at Ballou HS. Contract Security and School Resource Officers were trained in bullying prevention, restorative practices, crisis prevention intervention (CPI), Whole Child initiative, Brain Science 101, language access, the trauma responsive schools' model, LGBTQI Competency, the targeted school violence assessment, and DCMR Chapter 25 and Student Fair Access to Schools Act (SFASA). There were 125 contract officers in attendance each day of training.

On October 8, 2021, DCPS provided PD for Contract Security and School Resource Officers at Kelly Miller Middle School. A total of 310 officers were present. During this session, officers were trained in DCPS' transfer process, Title IX awareness, supporting

students with disabilities, and effective administrative writing. DCPS' plan is to provide PD to all officers during our districtwide PD Days.

53. For SY20-21 and SY21-22 (through January 31), please provide a narrative on the work DCPS has done to support restorative justice programs and list the schools that have implemented restorative justice programs along with what extent have they been implemented.

To date during SY21-22, DCPS has trained 422 school-based behavior team members (Deans, ISS Coordinators, Behavior Techs) along with Contract Security Officers and School Mental Health staff. Increasing their capacity to implement restorative practices is a proactive approach for strengthening community within classrooms and schools. Schools have used restorative practice responses 1,323 times to address student behavior, compared to 923 times during SY19-20, the most comparable year, which is an increase of 43.3%, and demonstrates DCPS schools' commitment to non-exclusionary practices. To scaffold learning and provide relevant experiences based on school need, professional development has been designed to be facilitated in three distinct categories which are listed below:

1. Development: Year One: School have taken part in Restorative Practices (RP) 101 – 104

- Getting Grounded
- Effective Circle Keeping
- Building Community
- The 5 Non-negotiables through an RP lens

2. Proficient: Year Two: Schools have taken part Restorative Practices 201 – 204

- SEL and RP alignment
- Using RP to address racial healing
- Implementing RP into the MTSS
- Establishing Relationships within Special Education with RP

3. Advanced: Year Three: TBD based on data review of SY21-22

Schools that are implementing restorative practices at an elevated level are listed below.

School	School Level	Narrative of RP Implementation	Impact on student discipline data
Whittier EC	Elementary School	At Whittier, we have taken the whole school implementation of RP by leading the staff in multiple PDs to ensure RP is implemented in the classroom to establish proactive community building and responsive interventions that are non-exclusionary.	As a result of this implementation, in SY 21-22 Whittier utilized RP practices 40 times in response to student incidents YTD, compared to 0 RP responses in SY19-20 YTD.
Kelly Miller	Middle School	At Kelly Miller, we implement restorative practices by having students reflect on the situation in which the first step in the process reflects, restores, and repairs. Additionally, we have started using community building by having students work together to complete a beautification project that requires them to engage in dialogue to heal the concern.	As a result of this implementation, in SY 21-22 Kelly Miller utilized RP practices 79 times in response to student incidents YTD, compared to 49 RP responses in SY19-20 YTD.
Stuart Hobson	Middle School	At the beginning of SY21-22, we conducted an RP PD for the staff during pre-service week. This session allowed teachers to practice implementing RP into their daily lessons to build community and role play responses to scenarios that have occurred during previous school years. Additionally, we created an RP room where all responsive circles can be held, and agreements are made.	As a result of this implementation, in SY 21-22 Stuart Hobson utilized RP practices 17 times in response to student incidents YTD, compared to 0 RP responses in SY19-20 YTD.
Eastern	High School	At Eastern, we understand that students have been out of school for 18 months and know they are experiencing various ranges of trauma that need support, so we have implemented proactive community building circles and restorative conversations among students who are experiencing conflict.	As a result of this implementation, in SY 21-22 Eastern utilized RP practices 28 times in response to student incidents YTD, compared to 18 RP responses in SY19-20 YTD.

Additionally, DCPS collaborated with the International Institute of Restorative Practices (IIRP) in a two (2) day virtual train the trainer series. This session was offered to 32 school-based staff at schools that had increasing numbers of exclusionary practices (In/Out of Suspensions).

(a) Please describe to what extent this work has been affected by the COVID-19 pandemic.

Nationwide, the COVID-19 pandemic and the national reckoning around racial injustice has prioritized the need for justice and for healing, especially for young people. At the same time, COVID-19 has increased the challenges that students may bring to school, from health and mental health concerns to economic insecurity, trauma and loss, and the nationwide uptick in violence. In light of this context, the need for our restorative practices work has never been more clear. All of these factors have meant that we are prioritizing the expansion of our restorative practices work, including relationship building, conflict resolution skills, and healing-centered practices that help communities, students, and staff move forward through incidents and challenges they face. We adjusted key protocols such as restorative justice circles to meet health and safety guidance regarding social distancing and have leveraged virtual restorative justice circles to provide opportunities for students and staff to continue to connect even when unable to share the same space. DCPS has similarly pivoted professional development to accommodate both virtual and in-person learning.

54. (a) 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 services in DCPS schools. Please also provide any barriers or concerns of DCPS schools with regards to the expansion.

DCPS has had representation on the Coordinating Council since its inception. DCPS representation on the Coordinating Council has provided both a school and central services lens that has been instrumental in guiding communication, phased implementation, and timing considerations. The Coordinating Council has also had the benefit of DCPS' well-established practices and procedures that inform expansion planning.

DCPS has supported school mental health expansion in both thought partnership as well as in practical ways such as: 1) leading the matching process between community organizations and schools; 2) co-chairing the implementation sub-committee; 3) communicating expansion related information at both central office and school levels; 4) problem solving with school leaders, school behavioral health coordinators, and school teams; 5) active participation and contributions to the Community of Practice (CoP), and 6) monitoring the data on our student impact.

This year, community-based organizations participated in pre-service week team activities and professional development with DCPS. These partners collaborated with DCPS school mental health teams to implement a universal referral process and plan recovery efforts.

The expansion of this work relies heavily on the role of the School Behavioral Health Coordinators, who are responsible for the mobilization of the team, the seamless integration of community mental health partners, ensuring that school teams complete the School Strengthening Tool (SST) and Work Plan, ensuring that teams meet regularly and review referrals, and tracking linkages to services. In addition, the School Behavioral Health Coordinators have become points of contact for District-wide behavioral health

mandates, including Kognito compliance by staff and the Child Trends School Strengthening Survey facilitation for students, staff, and caregivers.

Barriers to expansion include some vacancies across both the DBH School-Based Mental Health Program (SBMHP) and the community-based organizations schools rely on to support mental health programming in our schools. Currently, there are 10 DBH program vacancies and 22 community-based organization vacancies (table below). While these vacancies do not leave schools without any support because of DCPS' own workforce, they do reduce schools' ability to expand prevention and early intervention efforts. Additionally, the demands of the School Behavioral Health Coordinator role are a significant strain in some schools where those staff manage coordination, maintain a caseload, and support in other duties. DCPS has proposed that the Coordinating Council consider a pilot to implement a full-time position for the School Behavioral Health Coordinator in a small number of high-need schools, which would provide programming data to determine the impact of a dedicated person to the role.

The chart below shows vacancies by school.

DCPS School	Vacant Position
Amidon-Bowen ES	Dept. of Behavioral Health
Ballou HS	Dept. of Behavioral Health
Ballou STAY*	Maryland Family Resource
Bard High School Early College DC*	One Common Unity
Beers ES	Catholic Charities
Coolidge SHS	Mary's Center
Deal MS	One Common Unity
Eastern HS	One Common Unity
Garfield ES	Dept. of Behavioral Health
H.D. Cooke ES	Mary's Center
Hart MS	Dept. of Behavioral Health
Hearst ES*	MBI
Hyde-Addison ES*	Paving the Way
Kelly Miller MS	Dept. of Behavioral Health
Key ES*	MBI

DCPS School	Vacant Position
King M L ES	Dept. of Behavioral Health
Kramer MS	LAYC
Mann ES*	AprilMay
Maury ES*	Paving the Way
McKinley Tech MS	Howard U
Peabody ES*	Catholic Charities
Randle Highlands ES	Paving the Way
Roosevelt STAY*	One Common Unity
Shepherd ES*	Paving the Way
Stoddert ES*	Catholic Charities
Stuart Hobson MS	One Common Unity
Thomas ES	Dept. of Behavioral Health
Tubman ES	Mary's Center
Turner ES	Dept. of Behavioral Health
Van Ness ES*	MBI
Walker Jones EC	Dept. of Behavioral Health
Wheatley	Dept. of Behavioral Health

*Cohort 4 Expansion School

(b) Please describe how DCPS's efforts to support the expansion of school-based behavioral health has been impacted by the COVID-19 pandemic.

Ensuring all schools have access to school-based behavioral health services is more important than ever as students and staff grapple with and respond to the challenges of the COVID-19 pandemic. DCPS has experienced increased demand for mental health support among our students, their caregivers, and our school-based staff members. At the same time, there is a nationwide shortage of licensed behavioral health professionals available for hire, resulting in some vacancies at DCPS, DBH, and our community-based behavioral health partners. DCPS is committed to strengthening its behavioral health pipeline and is actively working to leverage partnerships and national recruitment of qualified staff to support our students.

55. For all DCPS schools participating in Cohorts 1, 2, and 3 of the school-based mental health expansion, 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:

The following is a list of School Behavioral Health Coordinators by school, cohort, and role:

DCPS School	Cohort	DCPS SBHC	Position at DC Public Schools
Aiton ES	1	Jamie Wyche	Special Education Coordinator
Amidon-Bowen ES	2	Caroline Molieri	Social Worker
Anacostia HS	1	Valerie Lott	Social Worker
Ballou HS	1	Jasmine Stewart	Connected Schools Manager
Ballou HS	1	Llesenia Parrish	Social Worker
Ballou STAY	4	Kate Lancaster	Social Worker
Bancroft ES	2	Alyssa Peterson	School Psychologist
Banneker HS	4	Cindy Dessin	Social Worker
Bard High School Early College DC	4	David Bardach	Social Worker
Barnard ES	2	Jensy Claude	Social Worker
Beers ES	2	Rhoda Matthews	Social Worker
Boone ES	2	Lamar Jenkins	Social Worker
Brent ES	4	Kate Schaefer	School Psychologist
Brent ES	4	Stephanie Young	Social Worker
Brightwood EC	2	Patricia Spellman	Social Worker
Brookland MS	2	Jeanette Perry	School Psychologist
Browne EC	2	George Omeir	Social Worker
Bruce-Monroe ES	2	Diana Mata	Social Worker
Bruce-Monroe ES	2	Mayra Figueroa-Clark	Social Worker
Bunker Hill ES	4	Nina Paige	Social Worker
Burroughs Elementary School	3	Andrae Boyd	Behavior Tech
Burrville ES	2	Keanya Wilson	Social Worker
Capitol Hill Montessori EC	4	Cathy Wu	School Psychologist

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DCPS School	Cohort	DCPS SBHC	Position at DC Public Schools
Capitol Hill Montessori EC	4	Amy-Louise Henderson-Parker	Social Worker
Cardozo EC	1	Roman Makonnen	Social Worker
Cleveland ES	3	Marvin Alexander	Social Worker
Columbia Heights EC	2	Andrea Lewis	School Counselor
Columbia Heights EC	2	Karen Carino	Student Resource Coordinator
Coolidge HS	1	Zakiya Razzak	Social Worker
CW Harris	1	Christina Fraser	Social Worker
Deal MS	2	Michelle Marsh	Social Worker
Dorothy I. Height ES	2	Candi Peterson	Social Worker
Drew ES	2	Evelyn Zephirin-Atkins	Social Worker
Duke Ellington School of the Arts	3	Crystal Sylvia	Social Worker
Duke Ellington School of the Arts	3	Nicole Frazier	Social Worker
Dunbar HS	1	Tasheka Cox	Social Worker
Eastern HS	1	Monica Moment	School Psychologist
Eaton ES	4	Aubrey Polasky	School Psychologist
Eliot Hine MS	1	Lena Heid	Connected Schools Manager
Eliot Hine MS	1	Lindsay Jackson	Social Worker
Excel Academy	3	Tysheka Duffy	School Counselor
Garfield ES	1	Roz Williams	Social Worker
Garrison ES	3	Tierra Watkins	Social Worker
H.D. Cooke ES	2	Ramona Dejong	Social Worker
Hardy Middle School	3	Jaime Merlos	Assistant Principal
Hart MS	1	Kimberly Reed-Harvey	Social Worker
Hearst ES	4	Lakeri Sartin	Social Worker
Hendley ES	1	Patty Ansani	Social Worker
Houston ES	1	Amber Martin	Social Worker
Hyde-Addison ES	4	Monique Leopold	School Psychologist
Ida B Wells Middle School	4	Melissa Willis	Social Worker

DCPS School	Cohort	DCPS SBHC	Position at DC Public Schools
J.O. Wilson ES	2	Kristina Johnson	Social Worker
Janney ES	4	Sara Solomon	Social Worker
Jefferson MS Academy	1	Sara Duckery	Social Worker
Johnson MS	1	Nikia Harrod	Social Worker
Kelly Miller MS	1	Mia Vincent	School Psychologist
Ketcham ES	1	Lynn Paulson	Social Worker
Key ES	4	Matthew Mitchell	PE Teacher
Kimball ES	1	Robin Rabb	Special Education Coordinator
King M L ES	1	Vacant	Vacant
Kramer MS	1	Dimitri White	School Psychologist
Lafayette ES	4	Sophia Carre	Social Worker
Langdon ES	2	Bethany Vandersluis-Johnston	Social Worker
Langley ES	2	Ashley Eason	Social Worker
Langley ES	2	Vanessa Wortham	Social Worker
LaSalle-Backus EC	2	Kimberly Wheeler	School Psychologist
Leckie EC	2	Andrea Mercer	Assistant Principal
Leckie EC	2	Charelia Bazemore	Social Worker
Ludlow-Taylor ES	4	Natalie Ejechi	Assistant Principal
Ludlow-Taylor ES	4	Ebony Burton	Social Worker
Luke C. Moore Alternative HS	1	Jaclyn Albanes	Social Worker
MacFarland Middle School	3	Shilpa Nagaraj	Social Worker
Malcolm X ES at Green	1	Joy Mayo	Social Worker
Mann ES	4	Michaela Henderson	Social Worker
Marie Reed ES	2	Robert Goldstein	School Psychologist
Maury ES	4	Laura Delaney	Social Worker
McKinley Tech HS	2	Denise Osborne	School Psychologist
McKinley Tech MS	2	Trinaty Fofana	Social Worker
Military Road Early Learning Center	4	Vacant	Vacant

DCPS School	Cohort	DCPS SBHC	Position at DC Public Schools
Miner ES	2	Monica Woodard	Social Worker
Moten ES	1	Eric Jackson	Special Education Coordinator
Murch ES	4	Allison Warshof	Social Worker
Nalle ES	2	Emily Robbins	Social Worker
Noyes ES	3	Francesca Thompson	Social Worker
Oyster-Adams Bilingual School	3	Carmelita Naves	Social Worker
Patterson ES	1	Maureen Saint-Cyr	Social Worker
Payne Elementary School	3	Alice Keaney	Social Worker
Peabody ES	4	Michele Buchanan-Tyler	Social Worker
Phelps ACE High School	3	Fatima Lambert	Social Worker
Plummer ES	2	Sherrell Izlar-Carr	Social Worker
Powell ES	2	Selin Ictemel	School Counselor
Powell ES	2	Mecca Hayes	Social Worker
Randle Highlands Elementary School	3	Shanay Williams Payne	Social Worker
Raymond ES	2	Tarianda Ruston	Social Worker
River Terrace	1	Rhea Godsey	Social Worker
Ron Brown College Preparatory High School	3	Roosevelt Cohens	Social Worker
Roosevelt SHS	1	Maurice Butler	Intervention Coach
Roosevelt SHS	1	Nailiah Cook	Social Worker
Roosevelt STAY	4	Melva Mullins	Social Worker
Ross ES	4	Rachel Clark	Social Worker
Savoy ES	1	Tamika Williams	Social Worker
School Without Walls @ Francis-Stevens	3	Olamide Gbenro	Assistant Principal
School Without Walls HS	4	Lori McDowell	School Psychologist
School-Within-School @ Goding	4	Monee Hale	Social Worker
Seaton Elementary School	3	Kimberly Munzinger	Board Certified Behavior Analyst
Seaton Elementary School	3	Erika Braswell-Wright	Social Worker

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DCPS School	Cohort	DCPS SBHC	Position at DC Public Schools
Shepherd ES	4	Persephone Brown	School Psychologist
Shepherd ES	4	Michelle Browne	Social Worker
Simon ES	2	Nikia Kelly	Social Worker
Smothers ES	1	Glenda Smith	School Psychologist
Sousa MS	1	Melanie Batie	School Counselor
Stanton ES	1	Chanda Whitaker	Social Worker
Stanton ES	1	Chelante Gallemore	Social Worker
Stevens Early Learning Center	4	Christina Buswell	Social Worker
Stoddert ES	4	Diane Lesley	School Psychologist
Stuart Hobson MS	2	Jessica Thompkins	Social Worker
Takoma ES	2	Caroline Young	School Counselor
Takoma ES	2	Fatimah Warren	Social Worker
Thomas ES	2	Lakeysha White	Restorative Justice Coordinator
Thomson Elementary School	3	Meghan Bond	Social Worker
Truesdell Elementary School	2	Shirley Branch	Assistant Principal
Truesdell Elementary School	2	Charles Robinson	Dean of Students
Truesdell Elementary School	2	Jason Kling	Social Worker
Tubman ES	2	Darryl Webster	Social Worker
Turner ES	1	Desiree Mcclure	Social Worker
Tyler ES	2	Brooklyn Beeler	School Counselor
Van Ness ES	4	Talisha Bond	School Psychologist
Walker Jones EC	1	Tangela Wallace	School Counselor
Watkins ES	4	Michele Buchanan-Tyler	Social Worker
West ES/ John Lewis ES	3	Carol Paige	School Counselor
Wheatley EC	2	Darion James	Director of Specialized Instruction
Whittier EC	2	Heather German	Social Worker
Wilson HS	2	Aleta Lane	School Counselor
Wilson HS	2	Davene Mathis	Social Worker

DCPS School	Cohort	DCPS SBHC	Position at DC Public Schools
Wilson HS	2	lacey Maddrey	Social Worker
Wilson HS	2	Phyllis Ford-Berger	Social Worker
Woodson HD HS	1	Wadiah Fuller	Social Worker

(a) Hours per week each individual has spent on this role;

Some schools may have more than one School Behavioral Health Coordinator. The role of School Behavioral Health Coordinator has been designated to a variety of positions, from Assistant Principals, School Psychologists, and Social Workers to other types of school support staff. Overwhelmingly, however, Social Workers have been tasked with this role. Hours spent as the School Behavioral Health Coordinators vary by school, time of year, and changing caseloads.

(b) Whether the individual received any additional compensation related to the role; and

School Behavioral Health Coordinators do not receive any additional compensation for taking on this role.

(c) If a school has not identified a School Mental Health Coordinator, the reasons why.

This year, there are 2 schools - King Elementary and Military Road Early Learning Center (ELC) – that have not identified an SBHC for SY21-22. King ES assigned this role to their School Social Worker last school year. Currently, the School Social Worker position at King is vacant and has not yet been filled. Military Road ELC has a vacant .5 (half-time) School Social Worker position and a vacant .5 (half-time) School Psychologist position. In the event of a School Behavioral Health Coordinator gap at a school, a DBH Specialist serves as a support to the school-based team. Centrally, DCPS has provided technical support and training to staff serving in this role. Support has come in the form of individual support, weekly email communication updates, group training sessions, and monthly meetings for information sharing and examining problems of practice.

The focus of the completed monthly meetings for School Behavioral Health Coordinators, held on the first Wednesday of each month, are included in the following table:

Month	Topics Covered
September	<ul style="list-style-type: none"> • Updates to the SY21-22 Work Plan • Formal coverage plan for a partner vacancy • Problem of Practice: The relationship between the School Behavioral Health Coordinator and CBO/DBH Clinical Supervisor

Month	Topics Covered
October	<ul style="list-style-type: none"> • Problem of Practice: Who can deliver Tier 1 supports? • Service provision during quarantine • New work plan readiness tool and engagement plan question • Engagement and marketing of School-Based Mental Health Supports
November	<ul style="list-style-type: none"> • Work Plan Progress – Success and Challenges • Sharing of Partnership Highlights • Problem of Practice: Raising Awareness and Access to Services
December	<ul style="list-style-type: none"> • Problem of Practice #1 (continued): Awareness and Access to Services (Guest - Child Trends) • Problem of Practice #2: The role of the School Nurse in the universal referral process (Guest – DC Health)

DCPS is currently collaborating with Child Trends to create a short survey for School Behavioral Health Coordinators to collect information on time spent in this role, as well as adding a small number of questions about the role to the School Strengthening Survey for School Behavioral Health Coordinators that will open on February 1, 2022.

56. Please provide, by school, during SY19-20, SY20-21, and SY21-22 (through January 31), in table form:

- (a) Each individual or community-based organization providing behavioral health services;**
- (b) The personnel costs of these positions; and**
- (c) The amount personnel costs reimbursed by Medicaid.**
- (d) For each campus that lacks school-based behavioral and mental staff, please provide any plans that DCPS has to assist the schools to**
- (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.**
- (f) Please describe how responses to (a) through (c) have been impacted by the COVID-19 pandemic and the transition to distance learning.**

Please note that Central Services has a pool of itinerant school psychologists who support schools that are unable to realize mandated school psychology services. The Central Services itinerant team provides meeting coverage, completes classroom observations and feedback, and consults with educators and parents at schools where vacancies exist.

School Psychologists by School			
School Name	School Psychologists SY19-20	School Psychologists SY20-21	School Psychologists SY21-22
Aiton Elementary School		Martha Brown	Martha Brown
Amidon-Bowen Elementary School	Ebony Fitchue	Ebony Fitchue	Michael Duffy
Anacostia High School	Dotteanna Garlington Donald Ross	Dotteanna Garlington Donald Ross	Donald Ross
Ballou High School	Julia Hardeman-Tsadick James Monroe	Marcus Palmer Samina St. Omer	Marcus Palmer, Perry Camp
Ballou STAY High School	Oscar Harp	David Graham	David Graham
Bancroft Elementary School	Katherine Zamore	Alyssa Peterson	Alyssa Peterson
Bard High School Early College DC (Bard DC)	Chandrai Jackson-Saunders	Chandrai Jackson-Saunders	Denise Daniels
Barnard Elementary School	Andrea Bush	Andrea Bush	Andrea Bush
Beers Elementary School		Brianna Turner	Brianna Turner
Benjamin Banneker High School	Monica Moment		Cierra Branch-Harris
Brent Elementary School		Caroline DeWerd	Kate Schaefer
Brightwood Education Campus	Ina Slaughter	Ina Slaughter	Kate Schaefer
Brookland Middle School	Jeanette Perry	Jeanette Perry	Ina Slaughter
Browne Education Campus		Shaniqua Hodge	Jeanette Perry
Bruce-Monroe Elementary School @ Park View	Karina Rivas	Karina Rivas	Shaniqua Hodge
Bunker Hill Elementary School	Persephone Brown	Raymond Lee	Karina Rivas
Burroughs Elementary School		Martha Brown	Raymond Lee
Burrville Elementary School			Martha Brown
C.W. Harris Elementary School			Danielle Short
Capitol Hill Montessori School @ Logan	Cathy Wu	Cathy Wu	Cathy Wu
Cardozo Education Campus	Joan Cephas	Joan Cephas Katherine Zamore	Katherine Zamore
Cleveland Elementary School	Carleen Smith	Carleen Smith	Carleen Smith
Columbia Heights Education Campus	Makeda Greene	Eshauna Davis	Adair Thomas, Shanelle Moore
Coolidge High School	Ashanti Edmond	Ashanti Edmond	Ashanti Edmond
Deal Middle School	Latashia Scott	Latashia Scott	Latashia Scott
Dorothy I. Height Elementary School	Crystal Becker	Veronica Martinez	Veronica Martinez
Drew Elementary School	Taneka Ashe	Taneka Ashe	Cierra Branch-Harris
Duke Ellington School of the Arts	Perry Camp	Perry Camp	James Ballard
Dunbar High School	Danielle Palmer	Danielle Palmer	

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Eastern High School	Kai Blake Oscar Harp	Kai Blake Monica Moment	Monica Moment
Eaton Elementary School		Aubrey Polaski	Aubrey Polaski
Eliot-Hine Middle School	Gregory Roberts	Gregory Roberts	Gregory Roberts
Excel Academy		Andrew Johnson	Lakira Smilth
Garfield Elementary School	Michelle Davis	Michelle Davis	Michelle Davis
Garrison Elementary School	Kevin Parker	Persephone Brown	Crystal Dorn
H.D. Cooke Elementary School	Jonathan McRae	Jonathan McRae	Jonathan McRae
H.D. Woodson High School	Arden Matthew	Kevin Parker	Chandrai Jackson-Saunders, Kevin Parker
Hardy Middle School	Kya Mathews	Arden Matthew	Arden Matthew
Hart Middle School	Brenda Nishimura	Kya Mathews	Kya Mathews
Hearst Elementary School	David Graham	Caroline DeWerd	Caroline DeWerd
Hendley Elementary School	Zoao Makumbi	Rachel Kengle	Rachel Kengle
Houston Elementary School	Monique Leopold	Krystal King	
Hyde-Addison Elementary School		Monique Leopold	Monique Leopold
Ida B. Wells Middle School	Denise Daniels	Arielle Alphonse	Arielle Alphonse
Inspiring Youth Program		Denise Daniels	
J.O. Wilson Elementary School	Margaret Mallory	Kirsten Myers	Kirsten Myers
Janney Elementary School	Linda Romano	Margaret Mallory	Margaret Mallory
Jefferson Middle School Academy	Antoinette Christian	Linda Romano	Antoinette Christian
Johnson Middle School	Mia Vincent	Antoinette Christian	
Kelly Miller Middle School	Regina Kimbrough	Mia Vincent	Mia Vincent
Ketcham Elementary School	Eva Ramsey	Regina Kimbrough	
Key Elementary School		Eva Ramsey	
Kimball Elementary School			Jasmine Wedge
King Elementary School		Brenda Nishimura	Brenda Nishimura
Kramer Middle School	Ashlee Adams	Dimitri White	Dimitri White
Lafayette Elementary School	Shanita Mitchell	Ashlee Adams	Danielle Beard, Jenni Marquis
Langdon Elementary School	Shannon Waters	Shanita Mitchell	Muna Yusuf
Langley Elementary School	Kimberly Wheeler	Jenya Gaskin	Jenya HaiTing
LaSalle-Backus Education Campus		Kimberly Wheeler	Kimberly Wheeler
Lawrence E. Boone Elementary School	Krystal Christon	Krystal Christon	Krystal Christon
Leckie Education Campus		Adair Thomas	Seward Hamilton
Ludlow-Taylor Elementary School	Monica Lacy	Monica Lacy	Monica Lacy
Luke C. Moore High School	Niyathi Naidu	Niyathi Naidu	Niyathi Naidu
MacFarland Middle School		Monica Moment	Valerie Taylor

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School Name	School Psychologists SY19-20	School Psychologists SY20-21	School Psychologists SY21-22
Malcolm X Elementary School @ Green	Tiffani Oneal	Tiffani Oneal	Tiffani Oneal
Mann Elementary School	Phylicia Fleming	Phylicia Fleming	Phylicia Fleming
Marie Reed Elementary School	Robert Soriano	Robert Soriano	Robert Goldstein
Maury Elementary School	Kevin Parker	Adam Maynard	Adam Maynard
McKinley Middle School	Pierre Wright	Pierre Wright	Pierre Wright
McKinley Technology High School	Denise Osborne	Denise Osborne	Denise Osborne
Miner Elementary School	Eva Ramsey	Adam Maynard Eva Ramsey	Eva Ramsey
Moten Elementary School	Krystal King	Andrew Johnson	Jasmine Wedge
Murch Elementary School	Joseph Conlon	Joseph Conlon	Samuel Fisk
Nalle Elementary School	Chandra Brown	Chandra Brown	Chandra Brown
Noyes Elementary School	Peggy Peagler	Peggy Peagler	Peggy Peagler
Oyster-Adams Bilingual School	Maria Martinez Andres Nunez	Maria Martinez Andres Nunez	Andres Nunez
Patterson Elementary School		Dara Drummond	
Payne Elementary School	Kesha Lucas	Kesha Lucas	Kesha Lucas
Peabody Elementary School (Capitol Hill Cluster)	Allison Hopkins	Allison Hopkins	Allison Hopkins
Phelps Architecture, Construction and Engineering High School	Dimitri White	Natasha Williams	Tori Taylor
Plummer Elementary School	Jared Leppert	Natalie Brown	Natalie Brown
Powell Elementary School	Eduardo Del Valle	Eduardo Del Valle	Eduardo Del Valle
Randle Highlands Elementary School		Tiffany Campbell	Tiffany Campbell
Raymond Education Campus	Shanelle Moore	Shanelle Moore	Gong Rong
River Terrace Education Campus	Jocelyn Watkins	Jocelyn Watkins	Jocelyn Watkins
Ron Brown College Preparatory High School	Charles Curtis Carleen Smith	Charles Curtis Carleen Smith	Carleen Smith, Charles Curtis
Roosevelt High School	Andrea Roberson	Andrea Roberson	Andrea Roberson, Rene' Hall
Roosevelt STAY High School	Natasha Williams	Natasha Williams	Natasha Williams
Ross Elementary School	Joseph Conlon	Joseph Conlon	Ashlee Adams
Savoy Elementary School	Angela Jefferson	Angela Jefferson	
School Without Walls @ Francis-Stevens	Diane Lesley	Diane Lesley	
School Without Walls High School	Diane Lesley	Diane Lesley	Lori McDowell
School-Within-School @ Goding	Celeste Polk Coverdale	Celeste Polk-Coverdale	Celeste Polk-Coverdale
Seaton Elementary School	Tonja Dupree	Tonja Dupree	

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School Name	School Psychologists SY19-20	School Psychologists SY20-21	School Psychologists SY21-22
Shepherd Elementary School	Persephone Brown	Persephone Brown	Persephone Brown
Simon Elementary School	Theresa Kelly Holmes	Theresa Kelly Holmes	Theresa Kelly Holmes
Smothers Elementary School		Raymond Lee	Smith Glenda
Sousa Middle School	Nicola Stewart Walker	Nicola Stewart Walker	Nicola Stewart Walker
Stanton Elementary School	Crystal Dorn	Crystal Dorn	Antonaia Gray
Stoddert Elementary School	Danielle Short	Danielle Short	Diane Lesley
Stuart-Hobson Middle School (Cap Hill Cluster)	Porsche Hancock	Kristen Dezen	Kristen Dezen
Takoma Education Campus		Hannah Sugarman	Maria Martinez
Thaddeus Stevens Early Learning Center		Ashley Rosner	
Thomas Elementary School	Antonaia Gray	Antonaia Gray	
Thomson Elementary School	Chandrai Jackson-Saunders	Chandrai Jackson-Saunders	Chandrai Jackson-Saunders
Truesdell Education Campus	Kimberly Williams	Kimberly Williams	Kimberly Williams
Tubman Elementary School	Jennifer Cardenas Jonathan McRae	Jennifer Cardenas	Jennifer Cardenas
Turner Elementary School	Joshua Norton	Joshua Norton	Joshua Norton
Tyler Elementary School	Kirsten Myers	Brittany Wilkerson	Brittany Wilkerson
Van Ness Elementary School	Talisha Lee	Talisha Bond	Talisha Bond
Walker-Jones Education Campus	Troy Loker	Mechele Williams	Mechele Williams
Watkins Elementary School (Capitol Hill Cluster)	Allison Hopkins	Allison Hopkins	Allison Hopkins
West Education Campus	Angela Jefferson	Ashley Rosner	Dana Mاتيوللي
Wheatley Education Campus	Michael Deely	Paul Walia	
Whittier Education Campus		Christen Fanelli	Christen Fanelli
Woodrow Wilson High School	Dashana Lane Lether Vavassoeur	Dashana Lane Lether Vavassoeur	Ebony Fitchue, Lether Vavassoeur
Youth Services Center	Denise Daniels	Denise Daniels	

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	School Psychologists SY19-20	School Psychologists SY20-21	School Psychologists SY21-22
Central Office Team	Latia Dukes Shirley Hodges Marsha Hosten-Carter Shantrell Huffman Terriekki Kinnell Tina Nguyen Samantha Shands Marcia Stuart Sonya Sueing Ronita Wooten Maia Coleman-King Isora Cruz-Cardona Misty Freeman Susanne Leslie Sandra Namo Sonia Pilot Patricia Porro Latanya Randolph	Maia Coleman-King Isora Cruz-Cardona Latia Dukes Misty Freeman Porsche Hancock Shirley Hodges Marsha Hosten-Carter Shantrell Huffman Terriekki Kinnell Susanne Leslie Sandra Namo Tina Nguyen Sonia Pilot Patricia Porro Latanya Randolph Samantha Shands Sonya Sueing Ronita Wooten	Isora Cruz-Cardona, Latanya Randolph, Latia Dukes, Maia Coleman-King, Marsha Hosten-Carter, Misty Freeman, Nichole Vernon, Patricia Porro, Porsche Hancock, Ronita Wooten, Samantha Shands, Sandra Namo, Shantrell Huffman, Shirley Hodges, Sonia Cruz-Cardona, Sonya Randolph, Susanne Dukes, Terriekki Coleman-King, Tina Hosten-Carter

Social Workers by School			
School Name	Social Workers SY19-20	Social Workers SY20-21	Social Workers SY21-22
Aiton Elementary School	Toshiko Barton	Toshiko Barton	Emily Anderson
Amidon-Bowen Elementary School	Robert Mays Caroline Molieri	Caroline Molieri Elizabeth Buchanan	Caroline Molieri, Elizabeth Buchanan
Anacostia High School	Nikia Harrod Valerie Lott Waynonia Potts Melissa Sweeney	Melissa Sweeney Nikia Harrod Valerie Lott Waynonia Potts	Camilla Smith, Melissa Sweeney, Tiffany Washington, Valerie Lott

School Name	Social Workers SY19-20	Social Workers SY20-21	Social Workers SY21-22
Ballou High School	Lisa Campbell Jessica Coleman Nicole Gordon Tracy Hardy Llesenia Parrish	Jessica Coleman Lisa Campbell Llesenia Parrish Nicole Gordon Tracy Hardy	Jessica Coleman Lisa Campbell Llesenia Parrish Nicole Gordon Tracy Hardy
Ballou STAY High School	William Johnson Kate Lancaster	Kate Lancaster William Johnson	Angie Bryant Kate Lancaster William Johnson
Bancroft Elementary School	Guillermo Cintron Kristine Maier	Guillermo Cintron Kristine Maier	Guillermo Cintron Jennifer Virgo
Bard High School Early College DC (Bard DC)	Chenine Dyson	Chenine Dyson David Bardach	David Bardach Waynonia Potts-Harris
Barnard Elementary School	Jensy Claude Alicia Derenoncourt	Alicia Derenoncourt Jensy Claude	Alicia Derenoncourt Jensy Claude
Beers Elementary School	Rhoda Matthews Andrea Watts	Andrea Watts Rhoda Matthews	Andrea Watts Rhoda Matthews
Benjamin Banneker High School	Cindy Dessin	Cindy Dessin	Cindy Dessin
Brent Elementary School	Stephanie Young	Stephanie Young	Stephanie Young
Brightwood Education Campus	Elizabeth Castillo Patricia Spellman Kairo Vivas	Elizabeth Castillo Kairo Vivas Patricia Spellman	Elizabeth Castillo Kairo Vivas Patricia Spellman

School Name	Social Workers SY19-20	Social Workers SY20-21	Social Workers SY21-22
Brookland Middle School	Shakeia Cowan Sharae Sharp	Sandra Anderson Shakeia Cowan Sharae Sharp	Shakeia Cowan Sharae Sharp
Browne Education Campus	Bridget McGiffin George Omeir	Bridget McGiffin George Omeir	George Omeir Labreia Cherry
Bruce-Monroe Elementary School @ Park View	Mayra Figueroa-Clark Diana Mata	Diana Mata Mayra Figueroa-Clark	Diana Mata Mayra Figueroa-Clark
Bunker Hill Elementary School	Nina Paige	Nina Paige	Nina Paige
Burroughs Elementary School	Damien Wade	Damien Wade	Chelsey Henderson
Burrville Elementary School	Keanya Wilson	Keanya Wilson	Keanya Wilson
C.W. Harris Elementary School	Vernessa Dickens Christina Fraser	Christina Fraser Vernessa Dickens	Christina Fraser Vernessa Dickens
Capitol Hill Montessori School @ Logan	Fatima Lambert	Fatima Lambert	Amy-Louise Henderson Parker

School Name	Social Workers SY19-20	Social Workers SY20-21	Social Workers SY21-22
Cardozo Education Campus	James Banks Olufunmilayo Jones Roman Makonnen Valerie Middlebrooks Sia Southern Nekia St. Clair Jennifer Vargas Maryanne Trumbore	James Banks Jennifer Vargas Maryanne Trumbore Nekia St. Clair Olufunmilayo Jones Roman Makonnen Sia Southern Valerie Middlebrooks	James Banks Jennifer Vargas Maryanne Trumbore Nekia St. Clair Olufunmilayo Jones Roman Makonnen Valerie Middlebrooks
Cleveland Elementary School	Marvin Alexander Nathanaelle Cantave	Marvin Alexander Nathanaelle Cantave	Marvin Alexander Nathanaelle Cantave
Columbia Heights Education Campus	Paula Crivelli- Diamond Ashley Eason Constance Hanlon Kawther Nimer Yanique Williams	Claire Reisenberg Constance Hanlon Kawther Nimer Paula Crivelli- Diamond	Claire Reisenberg Constance Hanlon Danielle Helme Jessica Cates- Bristol Kawther Nimer
Coolidge High School	Fatima Burton Ethel Harris Zakiya Razzak	Ethel Harris Latissha Isby Zakiya Razzak	Ethel Harris Latissha Isby Zakiya Razzak
Deal Middle School	Peter Boccardi Christian Johnson Hilary Katz Danielle Morin	Christian Johnson Hilary Katz Michelle Marsh Peter Boccardi	Christian Johnson Hilary Katz Michelle Marsh Peter Boccardi
Dorothy I. Height Elementary School	Linda Beauregard	Candi Peterson Linda Beauregard	Candi Peterson Teresa Lee
Drew Elementary School	Tiffany Davis		Evelyne Zephrin-Atkins

School Name	Social Workers SY19-20	Social Workers SY20-21	Social Workers SY21-22
Duke Ellington School of the Arts	Nicole Frazier Crystal Sylvia	Crystal Sylvia Nicole Frazier	Crystal Sylvia Nicole Frazier
Dunbar High School	Dionne Caldwell Tasheka Cox Ingrid McMillan	Dionne Caldwell Ingrid McMillan Tasheka Cox	Dionne Caldwell Ingrid McMillan Tasheka Cox
Eastern High School	Cedric Burton Harvey Hamm Jennifer McIntosh LaVaughn Turner Troy White	Cedric Burton Harvey Hamm Jennifer McIntosh LaVaughn Turner Troy White	Cedric Burton Jennifer McIntosh LaVaughn Turner Troy White
Eaton Elementary School	Ellen Mazer	Ellen Mazer	Ellen Mazer
Eliot-Hine Middle School	Tara Harris Lindsay Jackson	Lindsay Jackson Tara Harris	Ann Brogioli Lindsay Jackson Tara Harris
Excel Academy	Chanel Mason Regina Nadir Jermaine Wyatt	Camilla Smith Jermaine Wyatt Tiffany Davis	Lakita Matthews Marcenia Brownlee
Garfield Elementary School	Roz Williams	Roz Williams	Roz Williams
Garrison Elementary School	Tierra Anthony	Tierra Anthony	Tierra Anthony
H.D. Cooke Elementary School	Ramona De Jong Meagan Mitchell	Elizabeth Fife Ramona De Jong	Elizabeth Fife Ramona De Jong
H.D. Woodson High School	Devon Davis Jenise Freeman-Murray Wadiah Fuller Vivian Strong	Devon Davis Jenise Freeman-Murray Vivian Strong Wadiah Fuller	Devon Davis Jenise Freeman-Murray Vivian Strong Wadiah Fuller

School Name	Social Workers SY19-20	Social Workers SY20-21	Social Workers SY21-22
Hardy Middle School	Rebecca Knight Kyen Mahaney	Kylen Mahaney Rebecca Knight	Markeeta McCoy Rebecca Knight
Hart Middle School	Kim Harvey Jina Proctor Nairobi Wright	Jina Proctor Kim Harvey Nairobi Wright	Jina Proctor Kim Harvey Nairobi Wright Sophia Thomas
Hearst Elementary School	Tandra Brown	Tandra Brown	LaKeri Sartin
Hendley Elementary School	Patty Ansani Lori Craig	Lori Craig Patty Ansani	Lori Craig Patty Ansani
Houston Elementary School	Darryl Webster	Amber Martin	Amber Martin
Hyde-Addison Elementary School	Jennifer McLaurin	Jennifer McLaurin	Jennifer McLaurin
Ida B. Wells Middle School	Jennifer Raifsnider	Jennifer Raifsnider Melissa Willis	Jennifer Raifsnider Melissa Willis
Inspiring Youth Program	Tina Allen Angie Bryant	Angie Bryant Tina Allen	
J.O. Wilson Elementary School	Sandra Anderson Kristina Johnson	Kristina Johnson	Kristina Johnson
Janney Elementary School	Sara Solomon	Sara Solomon	Sara Solomon
Jefferson Middle School Academy	Sara Duckery Bernadette Wittschen	Bernadette Wittschen Sara Duckery	Adam Backles Bernadette Wittschen Sara Duckery
Johnson Middle School	Ann Brogioli Sherri Phillips Katrina Ramsey	Ann Brogioli Katrina Ramsey Sherri Phillips	Katrina Ramsey Nikia Harrod Sherri Phillips
Kelly Miller Middle School	Katrea Denson Asha Hopkins	Asha Hopkins Katrea Denson Theodora Burch	Harvey Hamm Sia Southern Theodora Burch
Ketcham Elementary School	Lynn Paulson	Lynn Paulson	Lynn Paulson
Key Elementary School	Beverly Jordan		

*Responses to FY21 Performance Oversight Questions
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School Name	Social Workers SY19-20	Social Workers SY20-21	Social Workers SY21-22
Kimball Elementary School	Anne Byrnes	Anne Byrnes	Anne Byrnes
King Elementary School	Tonia Ingram	Beverly Jordan	
Kramer Middle School	David Bardach Camilla Smith	Johnetta Saunders Lakisha Witherspoon Tia Johnson	Andrea Francis Johnetta Saunders Lakisha Witherspoon
Lafayette Elementary School	Erin Ayers Sophia Carre	Antoine Trowers Erin Ayers Sophia Carre	Antoine Trowers Erin Ayers Sophia Carre
Langdon Elementary School	Mywen Baysah	Mywen Baysah	Bethany Vandersluis- Johnston
Langley Elementary School	Phyllis Ford- Berger Monee Hale Vanessa Wortham	Ashley Eason Monee Hale Vanessa Wortham	Ashley Eason Vanessa Wortham
LaSalle-Backus Education Campus	Laura Brewer Meghan Lintner Yoland Ugorji Bethany Vandersluis- Johnston	Bethany Vandersluis- Johnston Laura Brewer Meghan Lintner Yoland Ugorji	Laura Brewer Meghan Lintner Yoland Ugorji
Lawrence E. Boone Elementary School	Lamar Jenkins	Lamar Jenkins	Lamar Jenkins
Leckie Education Campus	Charelia Bazemore Monica Lester	Charelia Bazemore Monica Lester	Charelia Bazemore Helena Trimmer
Ludlow-Taylor Elementary School	Ebony Burton Jessica Thompkins	Ebony Burton Nicole Smith	Ebony Burton Nicole Smith
Luke C. Moore High School	Jaclyn Albanes Niani Smith	Jaclyn Albanes Niani Smith	Jaclyn Albanes Niani Smith

School Name	Social Workers SY19-20	Social Workers SY20-21	Social Workers SY21-22
MacFarland Middle School	Rachael Friedlander Shilpa Nagaraj	Rachael Friedlander Shilpa Nagaraj	Kimberly Ward Rachael Friedlander Shilpa Nagaraj
Malcolm X Elementary School @ Green	Joy Mayo	Joy Mayo	Joy Mayo Tandra Brown- Lee
Mann Elementary School	Michaela Henderson	Michaela Henderson	Michaela Henderson
Marie Reed Elementary School	Deena Guirguis Leticia Manoel Curtis Taylor	Curtis Taylor Deena Guirguis Leticia Manoel	Curtis Taylor Deena Guirguis Leticia Manoel
Maury Elementary School	Laura Delaney	Laura Delaney	Laura Delaney
McKinley Middle School	Sherri Bradley Trinaty Fofana Kymberly Powell	Kymberly Powell Sherri Bradley Trinaty Fofana	Kymberly Powell Sherri Bradley Trinaty Fofana
McKinley Technology High School	Sheila Graves Quiana Riley	Quiana Riley Sheila Graves	Quiana Riley Sheila Graves
Miner Elementary School	Lauren Kraemer Monica Woodard	Lauren Kraemer Monica Woodard	Lauren Kraemer Monica Woodard
Moten Elementary School	Yantise Jenkins Ayisha Jones	Yantise Jenkins	Yantise Jenkins
Murch Elementary School	Deborah Meisel Allison Warshof	Allison Warshof Deborah Meisel	Allison Warshof Deborah Meisel
Nalle Elementary School	Emily Robbins	Emily Robbins	Emily Robbins
Noyes Elementary School	Francesca Thompson	Francesca Thompson	Francesca Thompson
Oyster-Adams Bilingual School	Carmelita Naves Melissa Shaw	Carmelita Naves Gisele Hanson Melissa Shaw	Carmelita Naves Gisele Hanson Melissa Shaw

School Name	Social Workers SY19-20	Social Workers SY20-21	Social Workers SY21-22
Patterson Elementary School	Maureen Saint-Cyr	Maureen Saint-Cyr	Maureen Saint-Cyr
Payne Elementary School	Alice Keaney LaBone Workman	Alice Keaney LaBone Workman	Alice Keaney LaBone Workman
Peabody Elementary School (Capitol Hill Cluster) *Shared social worker with	Michelle Buchanan-Tyler Veturah Thomas	Michelle Buchanan-Tyler Veturah Thomas	Denzelle Carter Michelle Buchanan-Tyler
Phelps Architecture, Construction and Engineering High School	Nneka Jefferson	Nneka Jefferson	Fatima Lambert
Plummer Elementary School	Tiffany Davis Sherrell Izlar-Carr	Sherrell Izlar-Carr Yanique Williams	Sherrell Izlar-Carr Yanique Williams
Powell Elementary School	Mecca Hayes	Mecca Hayes	Laura Heller Mecca Hayes
Randle Highlands Elementary School	J. Marie Garrett	Shanay Williams - Payne	Shanay Williams - Payne
Raymond Education Campus	Tarianda Ruston	Tarianda Ruston	Tarianda Ruston
River Terrace Education Campus	Cindy Dessin	Rhea Godsey	Rhea Godsey
Ron Brown College Preparatory High School	Roosevelt Cohens Glenda Waters	Chanel Mason Roosevelt Cohens	Chanel Mason Chenine Dyson Roosevelt Cohens
Roosevelt High School	Henrietta Bush-Sawyer Erica Cartledge Nailah Cook Quinn Flowers	Erica Cartledge Henrietta Bush-Sawyer Marcela Medina Nailah Cook Quinn Flowers	Erica Cartledge Marcela Medina Nailah Cook Quinn Flowers

School Name	Social Workers SY19-20	Social Workers SY20-21	Social Workers SY21-22
Roosevelt STAY High School	Carolyn Inamura Melva Mullins Lakisha Witherspoon	Carolyn Inamura Melva Mullins	Carolyn Inamura Inma Iglesias Melva Mullins
Ross Elementary School	Marketta McCoy	Rachel Clark	Rachel Clark
Savoy Elementary School	Tamika Williams	Tamika Williams	Tamika Williams
School Without Walls @ Francis-Stevens	Ruth Gichangah Anna Soloway	Anna Soloway Ruth Gichangah	Anna Soloway Ruth Gichangah
School Without Walls High School	Sophia Thomas	Sophia Thomas	Jermaine Wyatt Monica Lester
School-Within-School @ Goding	Bonita James- Toorie Rebecca Whitmore	Bonita James- Toorie Rebecca Whitmore	Julia Zahn Monee Hale
Seaton Elementary School	Erika Braswell	Erika Braswell	Bonita James- Toorie Erika Braswell
Shepherd Elementary School	Michelle Browne	Michelle Browne	Michelle Browne
Simon Elementary School	Nikia Kelly - Higgs	Nikia Kelly - Higgs	Nikia Kelly - Higgs
Smothers Elementary School	Gwendolyn Vauss	Gwendolyn Vauss	Gwendolyn Vauss
Sousa Middle School	Phyllis Ford- Berger Nicole Smith	Ayisha Jones Candi Peterson	Ayisha Jones
Stanton Elementary School	Chelante Gallemore Chanda Whitaker	Chanda Whitaker Chelante Gallemore	Chanda Whitaker Chelante Gallemore

School Name	Social Workers SY19-20	Social Workers SY20-21	Social Workers SY21-22
Stoddert Elementary School	Margaret Hoyt	Margaret Hoyt	Margaret Hoyt
Stuart-Hobson Middle School (Capitol Hill Cluster)	Molly Smith Jessica Thompkins	Jessica Thompkins Molly Smith	Jessica Thompkins Molly Smith
Takoma Education Campus	Fatimah Warren	Fatimah Warren	Fatimah Warren
Thaddeus Stevens Early Learning Center	N/A	Laura Heller	Christina Buswell
Thomas Elementary School	J. Marie Garrett Teresa Lee	Teresa Lee	
Thomson Elementary School	Meghan Bond	Laura Heller Meghan Bond	Brittany Young Meghan Bond
Truesdell Education Campus	Gisele Hanson Rebecca Henricks Jason Kling Melissa Willis	Jason Kling Labreia Cherry Marketta McCoy Rebecca Henricks	Jason Kling Rebecca Henricks
Tubman Elementary School	Jamie Alongi Elizabeth Buchanan Lauren Chastain- Blackwood	Darryl Webster Lauren Chastain- Blackwood Michelle Allen	Darryl Webster Lauren Chastain- Blackwood Michelle Allen
Turner Elementary School	LaKeiya Cherry Desiree McClure	Desiree McClure LaKeiya Cherry	Desiree McClure Tiffany Davis
Tyler Elementary School	Janina Green	Janina Green	Janina Green
Van Ness Elementary School	Lori Chase	Lori Chase	Lori Chase
Walker-Jones Education Campus	Sierra Hayes Keyona Thomas	Keyona Thomas Sierra Hayes	Keyona Thomas Sierra Hayes

School Name	Social Workers SY19-20	Social Workers SY20-21	Social Workers SY21-22
Watkins Elementary School (Capitol Hill Cluster)	Michelle Buchanan- Tyler Veturah Thomas	Michelle Buchanan- Tyler Veturah Thomas	Denzelle Carter Michelle Buchanan- Tyler
West Education Campus	LaKeri Sartin	LaKeri Sartin	Conchola Sesilia
Wheatley Education Campus	Margaret DeAngelis Tina Johnson Nashee Roscoe	Margaret DeAngelis Nashee Roscoe Tina Johnson	Nashee Roscoe Teresa Green Tina Johnson
Whittier Education Campus	Heather German	Heather German	Heather German
Woodrow Wilson High School	Lacey Maddrey Davene Mathis Tiffany Washington Kimberly Wilson	Davene Mathis Kimberly Wilson Lacey Maddrey Phyllis Ford- Berger Tiffany Washington	Davene Mathis Kimberly Wilson Lacey Maddrey Phyllis Ford- Berger
Youth Services Center	Teresa Green Evelyn Zephirin-Atkins	Evelyn Zephirin-Atkins Teresa Green	
Central Office Team	Katrina Brickhouse Maura Garibay Anita Hughes Sanam Toossi Edgina Sherman Denise Keeling	Anita Hughes Katrina Brickhouse Maura Garibay Sanam Toossi Edgina Sherman Regina Nadir	Anita Hughes Katrina Brickhouse Maura Garibay Sanam Toossi Edgina Sherman Regina Nadir

Note: The staffing rosters for SY19-20, SY 20-21, and SY 21-22 are provided by school assignment. Duplicate names are an indicator of a split schedule between schools.

School Counselors by School			
School Name	School Counselors SY19-20	School Counselors SY20-21	School Counselors SY21-22
Aiton Elementary School			
Amidon-Bowen Elementary School			
Anacostia High School	Jessica Schimmerling Chermine Trotman	Chermine Trotman Kirstin Tunstell	Chermine Trotman Kirstin Tunstell
Ballou High School	Kimbry Jordan shani Perrin Tasha Salley-Leroy	Kimbry Jordan Shani Perrin Tasha Salley-Leroy	Kimbry Jordan Shani Perrin Tasha Salley-Leroy
Ballou STAY High School	Linda Litweiler Stephanie Price	Evan Camara Krystle Hall-Thomas	Evan Camara Krystle Hall-Thomas
Bancroft Elementary School	Linda Colon Alma Rodriguez Arielina Almanzar	Arlene Diaz Davila Jose Diaz Rebecca Rodriguez	Arlene Diaz Rebecca Rodriguez
Bard High School Early College DC (Bard DC)	Zyer Beaty	Zyer Beaty Dewhitney Upchurch	Zyer Beaty DeWhitney Upchurch
Barnard Elementary School	Sandra Montgomery	Sandra Montgomery	Sandra Montgomery
Beers Elementary School			
Benjamin Banneker High School	Simone Boone Rosa Kline	Reina Arevalo Simone Boone Rosa Kline Keisha Henderson	Reina Arevalo Simone Boone Rosa Kline Keisha Henderson
Brent Elementary School			
Brightwood Education Campus	Antonio Casanova Olamide Gbenro Ariana Roland Emily Sacher	Antonio Casanova Ariana Roland Emily Sacher	Antonio Casanova Ariana Roland Emily Sacher
Brookland Middle School	Monique Emanuel	Monique Emanuel	Monique Emanuel
Browne Education Campus		Lori Wilkerson	Lori Wilson Wilkerson
Bruce-Monroe Elementary School @ Park View			
Bunker Hill Elementary School			
Burroughs Elementary School			

*Responses to FY21 Performance Oversight Questions
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School Name	School Counselors SY19-20	School Counselors SY20-21	School Counselors SY21-22
Burrville Elementary School			
C.W. Harris Elementary School			
Capitol Hill Montessori School @ Logan	Tarah Payton	Tarah Amare	Tarah Amare
Cardozo Education Campus	Kathleen Doppelheuer Donna Edwards Krystle Joyner Leonel Popol Allie Scheer Shamika Solomon	Allie Scheer Leonel Popol Meron Estefanos Krystle Joyner Shamika Solomon	Meron Estefanos Krystle Joyner Leonel Popol Allie Scheer Shamika Solomon
Cleveland Elementary School			
Columbia Heights Education Campus	Luis Diaz Marianella Castro Evelyn Iraheta Andrea Lewis Kimberly Troy Kwame Yeboah-Kankam	Marianella Castro Rosa Cruz Luis Diaz Evelyn Iraheta Patricia Ortiz-Aparicio Andrea Lewis Chevaniece Marshall Hurley Odom Corinne Partelow Kwama Yeboah-Kankam	Marianella Castro Rosa Cruz Luis Diaz Evelyn Iraheta Andrea Lewis Chevaniece Marshall Hurley Odom Patricia Ortiz-Aparicio Corinne Partelow Kwama Yeboah-Kankam
Coolidge High School	Linda James Genevieve Maignan Kira Rowe	Genevieve Maignan Jordan Frasier Bennisha Lucas Kira Rowe	Jordan Frasier Linda James Genevieve Maignan Kira Rowe
Deal Middle School	Joy Monkou Johnet Travers Camille White	Joy Monkou Johnet Travers Camille White	Joy Monkou Johnet Travers Camille White
Dorothy I. Height Elementary School	Natasha Griffin Mignote Yirdaw	Natasha Griffith Mignote Yirdaw	Natasha Griffith Yirdaw Mignote
Drew Elementary School			
Duke Ellington School of the Arts	Suwana Reavis LaShawn Ricks	Marquis Mathis Suwana Reavis	Marquis Mathis Suwana Reavis
Dunbar High School	Sherema Copes Emma Levine Lyndel Niles	Sherema Copes Emma Levine Lyndel Niles	Sherema Copes Emma Levine Lyndel Niles

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	School Counselors SY19-20	School Counselors SY20-21	School Counselors SY21-22
Eastern High School	Kelly Hart Lori Wilson-Wilkerson	Pamela Bright Sandra Carter Kelly Hart Latasha Williams	Pamela Bright Sandra Carter Kelly Hart Latasha Williams
Eaton Elementary School			
Eliot-Hine Middle School	Bennisha Lucas		Bennisha Lucas
Excel Academy		Tysheka Duffy	Tysheka Duffy
Garfield Elementary School			
Garrison Elementary School			
H.D. Cooke Elementary School	Mina Sharifi	Mina Sharifi	Mina Sharifi
H.D. Woodson High School	Ernesh Stewart Latasha Williams Jasmine Williams	Lonzo Sasso Amber Scott Ernesh Stewart Kimberly Troy	Lonzo Sasso Amber Scott Ernesh Stewart Kimberly Troy
Hardy Middle School	Joseph Boykin	Joseph Boykin	Joseph Boykin
Hart Middle School	Craig Hawkins	Craig Hawkins	Craig Hawkins
Hearst Elementary School			
Hendley Elementary School			
Houston Elementary School			
Hyde-Addison Elementary School			
Ida B. Wells Middle School	Jessica Silva	Liz Maldonado Dion Jackson Jessica Silva	Dion Jackson Liz Maldonado Jessica Silva
Inspiring Youth Program			
J.O. Wilson Elementary School			
Janney Elementary School	Cydney Lewis	Cydney Lewis	Cydney Lewis
Jefferson Middle School Academy	Sarah Garner	Sarah Garner	Sarah Garner
Johnson Middle School	Mische Walden	Mische Walden	Mische Walden
Kelly Miller Middle School	Alexis Wilson	Alexis Wilson	Alexis Wilson
Ketcham Elementary School			
Key Elementary School		Matthew Mitchell	Matthew Mitchell
Kimball Elementary School			
King Elementary School			
Kramer Middle School	Tysheka Duffy	Donna Edwards	Donna Edwards
Lafayette Elementary School	Jillian Diesner Rashida Mosby	Jillian Diesner Rashida Mosby	Jillian Diesner Rashida Mosby

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	School Counselors SY19-20	School Counselors SY20-21	School Counselors SY21-22
Langdon Elementary School		Bruce Holmes	Bruce Holmes
Langley Elementary School			
LaSalle-Backus Education Campus			
Lawrence E. Boone Elementary School			
Leckie Education Campus			
Ludlow-Taylor Elementary School			
Luke C. Moore High School	Ebonie Hawkins	Stephanie Price	Stephanie Price
MacFarland Middle School	Andrea Devora Yvannie St.Luc	Liana Castro Andrea Devora Kristen Ruffin	Liana Castro Andrea Devora Kristen Ruffin
Malcolm X Elementary School @ Green			
Mann Elementary School			
Marie Reed Elementary School	Juana Marquez	Juana Marquez-Villegas	Juana Marquez-Villegas
Maury Elementary School			
McKinley Middle School	Niki Clark	Niki Clark Yolanda Smith	Niki Clark Yolanda Smith
McKinley Technology High School	Tanisha Mason Fayola Welsh Valerie Wilson	Tanisha Mason Fayola Welsh Valerie Wilson	Tanisha Mason Fayola Welsh Valerie Wilson
Miner Elementary School			
Moten Elementary School			
Murch Elementary School	Lauren Miller	Lauren Miller	Lauren Miller
Nalle Elementary School			
Noyes Elementary School			
Oyster-Adams Bilingual School	Erin Druelinger Susan Gonzalez	Erin Druelinger Susan Gonzalez	Erin Druelinger Susan Gonzalez
Patterson Elementary School			
Payne Elementary School			
Peabody Elementary School (Capitol Hill Cluster)			
Phelps Architecture, Construction and Engineering High School	Shirley Dozier Tedra Williams-Lewis	Shirley Dozier Tedra Williams-Lewis	Shirley Dozier Tedra Williams-Lewis
Plummer Elementary School			

*Responses to FY21 Performance Oversight Questions
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School Name	School Counselors SY19-20	School Counselors SY20-21	School Counselors SY21-22
Powell Elementary School	Rosette Ladson Selin Ictemel Dana Rosenberg	Rene Cadogan Selin Ictemel Rosette Ladson	Rene Cadogan Selin Ictemel Rosette Ladson
Randle Highlands Elementary School	Brenda Clark	Brenda Lue Clark	Brenda Lue Clark
Raymond Education Campus	Maurizio Machi John Noble Laverne Reid	Maurizio Machi John Noble Lavern Reid	Maurizio Machi John Noble Laverne Reid
River Terrace Education Campus			
Ron Brown College Preparatory High School	Arman Lakes Shatane Porter	Arman Lakes Shatane Porter	Arman Lakes Shatane Porter
Roosevelt High School	Wankairys Decena Allison Fulghum Vealetta Moore-Parker Shantius Jackson Tomesha Jackson	Wankairys Decena Yolanda Oliver Marcell Brown Allison Fulghum Shantius Jackson	Marcell Brown Wankairys Decena Allison Fulghum Shantius Jackson Yolanda Oliver
Roosevelt STAY High School	Carletta Hurt Senovia Hurtado Nia Reddick	Claudia Cruz Carletta Hurt Lekishia Stewart	Claudia Cruz Carletta Hurt Lekishia Stewart
Ross Elementary School			
Savoy Elementary School		Anne Richardson	Anne Richardson
School Without Walls @ Francis-Stevens	Caryl Dawkins	Caryl Dawkins Lisa Bruce	Lisa Bruce Caryl Dawkins
School Without Walls High School	Hafsatu Iro kathryn Moore Crystal Pace justine Sinprasith	Hafsatu Iro Kathryn Moore Crystal Pace Justine Sinprasith	Hafsatu Iro Kathryn Moore Crystal Pace Justine Sinprasith
School-Within-School @ Goding			
Seaton Elementary School	Liz Maldonado	Abel Mercado	Abel Mercado
Shepherd Elementary School			
Simon Elementary School			
Smothers Elementary School			
Sousa Middle School	Melanie Batie	Melanie Batie	Melanie Batie
Stanton Elementary School			
Stoddert Elementary School	Wanda Zachary	Wanda Martin	Wanda Martin
Stuart-Hobson Middle School (Capitol Hill Cluster)	Tomicula Williams	Jessica Schimmerling Tomicula Williams	Jessica Schimmerling Tomicula Williams

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	School Counselors SY19-20	School Counselors SY20-21	School Counselors SY21-22
Takoma Education Campus	Caroline Young	Caroline Young	Caroline Young
Thaddeus Stevens Early Learning Center	No Counselor		
Thomas Elementary School	Marie Sitchenko		
Thomson Elementary School		Marie Sitchenko	Marie Sitchenko
Truesdell Education Campus	Liana Castro Jose Echevarria Besa Mulaye	Jose Echevarria-Santiago Besa Mulaye Maria Raimundi	Jose Echevarria-Santiago Besa Mulaye Maria Raimundi
Tubman Elementary School	JerNae Dickens Jeseka Holloway Carolyn Prato	JerNae Dickens Geraldine Hernandez	JerNae Dickens Geraldine Hernandez
Turner Elementary School			
Tyler Elementary School		Brooklyn Beeler	Brooklyn Beeler
Van Ness Elementary School			
Walker-Jones Education Campus	Tangela Wallace	Tangela Wallace	Tangela Wallace
Watkins Elementary School (Capitol Hill Cluster)			
West Education Campus	Carol Paige		Carol Paige
Wheatley Education Campus	Lynette Williams-Thomas	Lynette Williams-Thomas	Lynette Williams-Thomas
Whittier Education Campus	Jessica O'Connell	Jessica O'Connell	Jessica O'Connell
Woodrow Wilson High School	Evan Camara Bobby Collins Wanda Flowers Deshundria Fortson Aleta Lane Patrice Maites Leslie Sargent Ramona Singletary-Robertson Carol Walker-Magwood	Leticia Martinez Bobby Collins Deshundria Fortson Justin Hargrove Aleta Lane Patrice Maites Leticia Martinez Leslie Sargent Ramona Singletary-Robertson Lonzo Sasso	Bobby Collins Deshundria Fortson Justin Hargrove Aleta Lane Patrice Maites Leticia Martinez Leslie Sargent Ramona Singletary-Robertson
Youth Services Center			
Central Office Team			Fallon Dodson Senovia Hurtado Aviles Steve Rockey

*School Counselors are allocated by school type (ES, MS, and HS). More information can be found in the [DCPS Budget Guide](#).

Community-Based Organizations by School					
DCPS School	Expansion Cohort	Partner(s) SY 19-20	Partner(s) SY 20-21	Partner(s) SY 21-22	Type of Services Offered
Aiton ES	1	Volunteers Of America (1.0), DBH (1.0)	VOA (1.0), DBH (1.0)	Volunteers of America (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Amidon-Bowen ES	2	Hillcrest (1.0), DBH (1.0)	Hillcrest (1.0), DBH (1.0)	Hillcrest (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Anacostia HS	1	LAYC (1.0), DBH (1.0)	LAYC (1.0), DBH (1.0)	LAYC (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Ballou HS	1	Hillcrest (1.0), DBH (1.0)	LAYC (1.0), DBH (1.0)	LAYC (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Ballou STAY	4			Maryland Family Resource (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Youth and Young Adults
Bancroft ES	2	Mary's Center (1.0)	Mary's Center (1.0)	Mary's Center (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Banneker HS	4			Hillcrest (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Bard High School Early College DC	4			One Common Unity (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Barnard ES	2	Mary's Center (1.0)	Mary's Center (1.0)	Mary's Center (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Beers ES	2	Catholic Charities (1.0), DBH (.50)	Catholic Charities (1.0), DBH (.50)	Catholic Charities (1.0), DBH (.50)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth

DCPS School	Expansion Cohort	Partner(s) SY 19-20	Partner(s) SY 20-21	Partner(s) SY 21-22	Type of Services Offered
Boone ES	2	SMILE (1.0), DBH (1.0)	SMILE (1.0), DBH (1.0)	SMILE (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Brent ES	4			MBI (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Brightwood EC	2	LAYC (1.0)	LAYC (1.0)	LAYC (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Brookland MS	2	Howard U (1.0), DBH (1.0)	Howard U (1.0), DBH (1.0)	Howard U (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Browne EC	2	One Common Unity (1.0), DBH (.50)	One Common Unity (1.0), DBH (.50)	One Common Unity (1.0), DBH (.50)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Bruce-Monroe ES	2	Mary's Center (1.0)	Mary's Center (1.0)	Mary's Center (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Bunker Hill ES	4			Hillcrest (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Burroughs Elementary School	3		AprilMay (1.0)	AprilMay (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Burrville ES	2	Hillcrest (1.0)	Hillcrest (1.0)	Hillcrest (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Capitol Hill Montessori EC	4			Cohort 4 - Pending Expansion Partner	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Cardozo EC	1	LAYC (1.0), DBH (1.5)	LAYC (1.0), DBH (1.5)	LAYC (1.0), DBH (1.5)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth

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DCPS School	Expansion Cohort	Partner(s) SY 19-20	Partner(s) SY 20-21	Partner(s) SY 21-22	Type of Services Offered
Cleveland ES	3		Mary's Center (1.0)	Mary's Center (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Columbia Heights EC	2	Mary's Center (1.0), DBH (2.0)	Mary's Center (1.0), DBH (2.0)	Mary's Center (1.0), DBH (2.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Coolidge HS	1	Mary's Center (1.0)	Mary's Center (1.0)	Mary's Center (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
CW Harris	1	MBI (1.0)	MBI (1.0)	MBI (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Deal MS	2	One Common Unity (1.0)	One Common Unity (1.0)	One Common Unity (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Dorothy I. Height ES	2	AprilMay (1.0), DBH (1.0)	AprilMay (1.0), DBH (1.0)	AprilMay (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Drew ES	2	MBI (1.0)	MBI (1.0)	MBI (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Duke Ellington School of the Arts	3		Maryland Family Resource (1.0)	Maryland Family Resource (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Dunbar HS	1	Hillcrest (1.0)	Hillcrest (1.0)	Hillcrest (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Eastern HS	1	One Common Unity (1.0)	One Common Unity (1.0)	One Common Unity (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Eaton ES	4			Catholic Charities (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth

DCPS School	Expansion Cohort	Partner(s) SY 19-20	Partner(s) SY 20-21	Partner(s) SY 21-22	Type of Services Offered
Eliot Hine MS	1	Catholic Charities (1.0)	Catholic Charities (1.0)	Catholic Charities (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Excel Academy	3		Paving the Way (1.0)	Paving the Way (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Garfield ES	1	Catholic Charities (1.0), DBH (1.0)	Catholic Charities (1.0), DBH (1.0)	Catholic Charities (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Garrison ES	3		Hillcrest (1.0)	Hillcrest (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
H.D. Cooke ES	2	Mary's Center (1.0)	Mary's Center (1.0)	Mary's Center (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Hardy Middle School	3		Hillcrest (1.0)	Hillcrest (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Hart MS	1	Hillcrest (1.0), DBH (1.0)	Hillcrest (1.0), DBH (1.0)	Hillcrest (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Hearst ES	4			MBI (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Hendley ES	1	Catholic Charities (1.0)	Catholic Charities (1.0)	Catholic Charities (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Houston ES	1	MBI (1.0)	MBI (1.0)	MBI (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth

DCPS School	Expansion Cohort	Partner(s) SY 19-20	Partner(s) SY 20-21	Partner(s) SY 21-22	Type of Services Offered
Hyde-Addison ES	4			Paving the Way (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Ida B Wells Middle School	4			LAYC (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
J.O. Wilson ES	2	Hillcrest (1.0)	Hillcrest (1.0)	Hillcrest (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Janney ES	4			DBH Clinical Specialist	Mental Health Programming Consultation
Jefferson MS Academy	1	Catholic Charities (1.0), DBH (1.0)	Catholic Charities (1.0), DBH (1.0)	Catholic Charities (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Johnson MS	1	Hillcrest (1.0), DBH (1.0)	Hillcrest (1.0), DBH (1.0)	Hillcrest (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Kelly Miller MS	1	MBI (1.0), DBH (1.0)	MBI (1.0), DBH (1.0)	MBI (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Ketcham ES	1	Community of Hope (1.0), DBH (1.0)	Community of Hope (1.0), DBH (1.0)	Community of Hope (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Key ES	4			MBI (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Kimball ES	1	SMILE (1.0)	SMILE (1.0)	Hillcrest (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth

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King M L ES	1	MBI (1.0), DBH (1.0)	MBI (1.0), DBH (1.0)	MBI (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Kramer MS	1	LAYC (1.0), DBH (1.0)	LAYC (1.0), DBH (1.0)	LAYC (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Lafayette ES	4			MBI (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Langdon ES	2	Hillcrest (1.0)	Hillcrest (1.0)	Hillcrest (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Langley ES	2	MBI (1.0)	MBI (1.0)	MBI (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
LaSalle-Backus EC	2	Hillcrest (1.0)	Hillcrest (1.0)	Hillcrest (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Leckie EC	2	Paving the Way (1.0)	Paving the Way (1.0)	Paving the Way (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Ludlow-Taylor ES	4			Maryland Family Resource (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Luke C. Moore Alternative HS	1	Maryland Family Resource (1.0)	Maryland Family Resource (1.0)	Maryland Family Resource (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Youth and Young Adults
MacFarland Middle School	3		Mary's Center (1.0)	Mary's Center (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth

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DCPS School	Expansion Cohort	Partner(s) SY 19-20	Partner(s) SY 20-21	Partner(s) SY 21-22	Type of Services Offered
Malcolm X ES at Green	1	MBI (1.0), DBH (1.0)	MBI (1.0), DBH (1.0)	MBI (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Mann ES	4			AprilMay (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Marie Reed ES	2	Community of Hope (1.0)	Community of Hope (1.0)	Community of Hope (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Maury ES	4			Paving the Way (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
McKinley Tech HS	2	Howard U (1.0), DBH (1.0)	Howard U (1.0), DBH (1.0)	Howard U (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
McKinley Tech MS	2	Howard U (1.0), DBH (1.0)	Howard U (1.0), DBH (1.0)	Howard U (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Military Road Early Learning Center	4			<i>Cohort 4 - Pending Expansion Partner</i>	Mental Health Prevention, Early Intervention and Treatment Services for Early Childhood
Miner ES	2	MBI (1.0), DBH (.50)	MBI (1.0), DBH (.50)	MBI (1.0), DBH (.50)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Moten ES	1	Community of Hope (1.0), DBH (1.0)	Community of Hope (1.0), DBH (1.0)	Community of Hope (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Murch ES	4			Hillcrest (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Nalle ES	2	Catholic Charities (1.0)	Catholic Charities (1.0)	Catholic Charities (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Noyes ES	3		Hillcrest (1.0)	Hillcrest (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth

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DCPS School	Expansion Cohort	Partner(s) SY 19-20	Partner(s) SY 20-21	Partner(s) SY 21-22	Type of Services Offered
Oyster-Adams Bilingual School	3		Paving the Way (1.0)	Mary's Center (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Patterson ES	1	Catholic Charities (1.0), DBH (1.0)	Catholic Charities (1.0), DBH (1.0)	Catholic Charities (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Payne Elementary School	3		Maryland Family Resource (1.0)	Maryland Family Resource (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Peabody ES	4			Catholic Charities (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Phelps ACE High School	3		Hillcrest (1.0)	Hillcrest (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Plummer ES	2	MBI (1.0)	MBI (1.0)	MBI (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Powell ES	2	Mary's Center (1.0)	Mary's Center (1.0)	Mary's Center (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Randle Highlands Elementary School	3		Paving the Way (1.0)	Paving the Way (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Raymond ES	2	Hillcrest (1.0)	Hillcrest (1.0)	Hillcrest (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
River Terrace	1	DBH Clinical Specialist - As Needed	DBH Clinical Specialist - As Needed	DBH Clinical Specialist - As Needed	Mental Health Programming Consultation
Ron Brown College Preparatory HS	3	DBH (1.0)	Maryland Family Resource (1.0), DBH (1.0)	Maryland Family Resource (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth

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DCPS School	Expansion Cohort	Partner(s) SY 19-20	Partner(s) SY 20-21	Partner(s) SY 21-22	Type of Services Offered
Roosevelt SHS	1	One Common Unity (1.0)	One Common Unity (1.0)	One Common Unity (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Roosevelt STAY	4			One Common Unity (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Youth and Young Adults
Ross ES	4			DBH Clinical Specialist - As Needed	Mental Health Programming Consultation
Savoy ES	1	MBI (1.0)	MBI (1.0)	MBI (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
School Without Walls @ Francis-Stevens	3		Maryland Family Resource (1.0)	Maryland Family Resource (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
School Without Walls HS	4			Paving the Way (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
School-Within-School @ Goding	4			Maryland Family Resource (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Seaton Elementary School	3		Hillcrest (1.0)	Hillcrest (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Shepherd ES	4			Paving the Way	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Simon ES	2	Catholic Charities (1.0), DBH (1.0)	Catholic Charities (1.0), DBH (1.0)	Catholic Charities (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Smothers ES	1	Hillcrest (1.0)	Hillcrest (1.0)	Hillcrest (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth

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DCPS School	Expansion Cohort	Partner(s) SY 19-20	Partner(s) SY 20-21	Partner(s) SY 21-22	Type of Services Offered
Sousa MS	1	SMILE (1.0)	SMILE (1.0)	SMILE (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Stanton ES	1	MBI (1.0), DBH (1.0)	MBI (1.0), DBH (1.0)	MBI (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Stevens Early Learning Center	4			<i>Cohort 4 - Pending Expansion Partner</i>	Mental Health Prevention, Early Intervention and Treatment Services for Early Childhood
Stoddert ES	4			Catholic Charities (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Stuart Hobson MS	2	One Common Unity (1.0), DBH (1.0)	One Common Unity (1.0), DBH (1.0)	One Common Unity (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Takoma ES	2	One Common Unity (1.0), DBH (1.0)	One Common Unity (1.0), DBH (1.0)	One Common Unity (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Thomas ES	2	Hillcrest (1.0), DBH (1.0)	Hillcrest (1.0), DBH (1.0)	Hillcrest (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Thomson ES	3		Maryland Family Resource	Maryland Family Resource	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Truesdell ES	2	Mary's Center (1.0)	Mary's Center (1.0)	Mary's Center (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Tubman ES	2	Mary's Center (1.0)	Mary's Center (1.0)	Mary's Center (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Turner ES	1	Hillcrest (1.0), DBH (1.0)	Hillcrest (1.0), DBH (1.0)	Hillcrest (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Tyler ES	2	DBH Clinical Specialist - As Needed	DBH Clinical Specialist - As Needed	DBH Clinical Specialist - As Needed	Mental Health Programming Consultation

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Van Ness ES	4			MBI (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Walker Jones EC	1	Catholic Charities (1.0), DBH (1.0)	Catholic Charities (1.0), DBH (1.0)	Catholic Charities (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Watkins ES	4			Catholic Charities (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
West ES (John Lewis ES)	3		Hillcrest (1.0)	Hillcrest (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Wheatley	2	One Common Unity (1.0), DBH (.50)	One Common Unity (1.0), DBH (.50)	One Common Unity (1.0), DBH (.50)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Whittier EC	2	One Common Unity (1.0)	One Common Unity (1.0)	One Common Unity (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Wilson HS	2	LAYC (1.0), DBH (1.0)	LAYC (1.0), DBH (1.0)	LAYC (1.0), DBH (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth
Woodson HD HS	1	Hillcrest (1.0)	Hillcrest (1.0)	Hillcrest (1.0)	Mental Health Prevention, Early Intervention and Treatment Services for Children and Youth

	SY18-19	SY 19-20	SY 20-21
WTU Social Workers (10 month)	\$60,067 to \$135, 033	\$60,067 to \$135, 033	\$60,067 to \$135, 033
WTU School Psychologists (10 month)	\$60,067 to \$135, 033	\$60,067 to \$135,033	\$60,067 to \$135, 033
CSO School Psychologist (12 month)	\$70,738 to \$130, 358	\$ 70,738 to 130,358	\$70,738 to \$130, 358

DCPS will complete our FY21 Medicaid cost settlement report by June 2022. In FY20, 61.7% 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. DCPS Central Services employs a team of 23 itinerant Social Workers, School Psychologists, and art therapists who support schools that are without school mental health staff due to vacancies, unexpected resignations, and - or long-term leave. These staff deliver services, conduct assessments, and take part in meetings to fill the gap at the local school. School mental health providers and clinicians associated with our community-based organizations have supported students both in-person and virtually to ensure that students with disabilities continue to receive Behavior Support Services (BSS), and general education students continue to have access to high-quality, school-based, mental health care services as needed. Regarding Medicaid cost settlements, students were not as accessible while learning from home due to a myriad of reasons, which had an impact on DCPS' and our partner organizations' ability to bill for BSS and Tier III services. DCPS will complete our FY21 Medicaid cost settlement report by June 2022.

57. For SY19-20, SY20-21, and SY21-22 through January 31, please list, by school:

(a) The number of classrooms that have lost a lead teacher or had a lead teacher on extended leave before the conclusion of the school year.

(b) The number of classrooms with a substitute teacher exceeding 20 cumulative school days.

*Note, these numbers may vary slightly from prior years, as we have updated our definition of lead teachers.

Teacher Mid-Year Separations			
Location	SY 2019-2020	SY 2020-2021	SY 2021-2022
Aiton ES	0	1	1
Amidon ES	1	0	1
Anacostia SHS	2	0	1
Ballou SHS	4	0	1
Ballou STAY	0	1	0
Bancroft ES	0	1	1
Bard HS Early College DC	3	0	1
Banneker SHS	0	0	0
Barnard ES	0	1	2
Beers ES	1	0	0
Boone ES	0	0	0

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Location	SY 2019-2020	SY 2020-2021	SY 2021-2022
Brent ES	0	0	0
Brightwood ES	0	1	0
Brookland MS	1	0	2
Browne JHS	0	0	1
Bruce-Monroe ES	3	1	1
Bunker Hill ES	0	0	1
Burroughs ES	2	0	1
Burrville ES	0	0	0
Capitol Hill Montessori @ Logan	1	0	0
Cardozo EC	3	2	4
Cleveland ES	0	0	0
Columbia Heights EC	3	3	1
Cooke ES, H. D.	1	0	0
Coolidge SHS	1	1	2
Deal JHS	2	3	3
Dorothy Height ES	0	1	1
Drew ES	0	1	0
Duke Ellington HS	0	1	1
Dunbar SHS	4	0	2
Eastern SHS	2	1	0
Eaton ES	0	0	0
Eliot Hine JHS	0	2	3
Excel Academy	2	1	3
Francis Stevens EC	0	1	0
Garfield ES	0	1	0
Garrison ES	1	3	2
Hardy MS	1	1	0
Harris C.W.	0	0	0
Hart MS	1	0	0

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Location	SY 2019-2020	SY 2020-2021	SY 2021-2022
Hearst ES	1	0	1
Hendley ES	11	0	1
Houston ES	1	0	0
Hyde Addison ES	0	0	0
Ida B. Wells MS	2	2	2
Incarcerated Youth Program	0	0	0
Janney ES	1	0	1
Jefferson Academy	1	0	0
Johnson JHS	1	1	1
Kelly Miller MS	3	1	1
Ketcham ES	1	0	0
Key ES	1	1	0
Kimball ES	0	0	0
King, ML ES	2	0	0
Kramer MS	4	0	1
Lafayette ES	1	1	1
Langdon ES	1	0	0
Langley EC	0	1	0
LaSalle - Backus EC	1	1	0
Leckie ES	2	0	2
Ludlow-Taylor ES	0	0	1
Luke C. Moore Academy SHS	1	0	0
MacFarland MS	1	3	1
Malcolm X ES	0	0	0
Maury ES	0	1	0
Mann ES	0	1	0
McKinley MS	0	1	0
McKinley Technology SHS	1	1	0
Miner ES	1	1	0

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Location	SY 2019-2020	SY 2020-2021	SY 2021-2022
Moten ES	1	0	0
Murch ES	0	0	1
Nalle ES	1	1	0
Noyes ES	1	1	1
Itinerant/Office-Based	6	3	3
Oyster-Adams Bilingual School	1	0	0
Patterson ES	0	1	1
Payne ES	2	0	2
Peabody ES (Capitol Hill Cluster)	0	0	0
Phelps SHS	0	1	2
Plummer ES	0	0	0
Powell ES	0	0	0
Randle Highlands ES	1	0	0
Raymond ES	2	1	1
Reed, Marie ES	0	1	0
River Terrace EC	0	1	2
Ron Brown College Prep HS	0	2	1
Roosevelt SHS	6	1	2
Roosevelt STAY	0	1	1
Ross ES	1	1	1
Savoy ES	0	0	1
School w/out Walls SHS	1	0	0
School Within School @ Goding	1	0	1
Seaton ES	1	0	0
Shepherd ES	1	0	1
Simon ES	2	0	0
Smothers ES	2	1	0
Sousa MS	2	0	0
Stanton ES	0	0	0

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Location	SY 2019-2020	SY 2020-2021	SY 2021-2022
Stuart Hobson MS	0	0	1
Stoddert ES	4	0	1
Takoma ES	1	0	0
Thaddeus Stevens Early Learning Center	0	0	0
Thomas ES	2	0	1
Thomson ES	0	1	2
Truesdell ES	6	0	1
Tubman ES	1	0	0
Turner ES	4	1	2
Tyler ES	1	0	0
Van Ness ES	1	0	0
Walker-Jones ES	0	2	2
Washington Metropolitan SHS	1	0	0
Watkins ES	4	1	0
Webb - Wheatley ES	3	1	2
Lewis ES (Formerly known as West EC)	2	0	0
Wheatley ES	2	2	2
Whittier ES	1	1	1
Wilson J.O. ES	1	1	0
Wilson SHS	4	1	4
Woodson H.D. SHS	0	0	1
Youth Service Center	0	0	0
Total	147	71	90

SY18-19 through SY20-21 Substitute Data			
School Year	Total # of Filled Substitute Requests (all durations)	Total # of Filled Substitute Requests (20 or more days)	% of Total, Filled Substitute Requests (20 or more days)
SY 19-20	45,007	8218	18%
SY 20-21	19,684	1911	10%
SY 21-22	12,836*	4347	34%

*Data as of 12/31/2021.

The substitute database does not have the ability to recognize coverage by classrooms or record coverage by subject area. If a school submits a request for an absent employee, the sub request is created to provide coverage for the absent employee. The sub request is based on the employee's absence and cannot be broken down by classroom. However, there could be more than one employee in a classroom who is absent. For example, in a PreK classroom; the aide and the teacher could be absent, therefore, it would be two sub requests - 1 for the aide and 1 for the teacher.

58. For FY20, FY21, FY22 (through January 31), please provide an accounting of the agency's expenditures resulting from IMPACT (including, bonuses, management, oversight, and implementation).

FY20 through FY22 IMPACT Expenditures			
IMPACT Implementation Costs	FY20	FY21	FY22 to date
IMPACT Operations, Align, and Design Teams	\$1,387,000	\$1,479,227	\$1,459,553
IMPACT Platform Developer	\$164,985	\$169,936	\$169,936
Contract for the "Value-Added" Calculations	\$88,825	\$79,450	\$0
Staff and School Leader IMPACT Guidebooks, Final Reports & Other Printed Materials – Design/Publication	\$12,338	\$15,536	\$20,000
Contract to Support Student Surveys	\$161,393	\$15,200	\$184,200
Video Library Platform	\$5,000	\$8,001	\$8,001
Education Pioneer Contract	\$13,000	\$13,000	\$0
Total	\$1,832,541	\$1,780,350	\$1,841,690

FY20 through FY22 IMPACTplus Bonuses			
IMPACT plus Bonus Costs	FY20 Actual (earned in SY18-19)	FY21 Actual (earned in SY19-20)	FY22 Actual (earned in SY20- 21)
Teacher IMPACTplus Bonuses	\$17,452,000	\$12,317,200	\$15,631,800
School Leader IMPACTplus Bonuses	\$805,000	\$1,392,500	\$2,438,750
Other Staff IMPACTplus Bonuses	\$2,026,700	\$1,659,200	\$1,917,550
Total	\$20,283,700	\$15,368,900	\$19,988,100

59. In table form, list each IMPACT rating category the number of employees that category during SY18-19, SY19-20, SY20-21, and SY21-22. For each, indicate the number of teachers that were employed by DCPS as teachers in the following school year.

Under IMPACT, teachers are defined as any employee placed in Groups 1-7 who provides direct instruction to students. In order to be considered employed by DCPS as a teacher the following the year, the employee must be retained as of October 1 of the following year. The table below shows the number of teachers who received each final rating category in SY18-19, SY19-20, and SY20-21, and how many of them returned to DCPS as teachers the following year. Final ratings for SY21-22 will not be available until summer 2022.

School Year	Number of Teachers	Ineffective	Minimally Effective	Developing	Effective	Highly Effective
SY18-19	Total	40	107	439	1,652	1,720
	Retained as teacher	0	42	321	1,459	1,612
SY19-20	Total	29	87	418	1,792	1,667
	Retained as teacher	19	69	374	1,669	1,550
SY20-21	Total	21	56	255	1,773	2,209
	Retained as teacher	1	31	178	1,525	2,013

Teachers

All teachers receive a final score between 100 and 400, which corresponds to one of five final ratings: Highly Effective, Effective, Developing, Minimally Effective, or Ineffective.

- **Highly Effective** (Final score between 350 and 400): This rating signifies outstanding performance. Teachers who earn Highly Effective ratings are eligible to advance along the Leadership Initiative for Teachers (LIFT) career ladder, which provides them with access to a variety of leadership opportunities as well as increased recognition and compensation.
- **Effective** (Final score between 300 and 349): This rating signifies solid performance. Teachers who earn Effective ratings are also eligible to advance to the next LIFT career stage (up to the Advanced Teacher stage), albeit at a slower pace than educators who earn Highly Effective ratings. These teachers will progress normally on their pay scales.
- **Developing** (Final score between 250 and 299): This rating signifies performance that is below expectations. If after three years, however, an educator is unable to move beyond the Developing level, she or he will be subject to

separation. In addition, teachers who earn Developing ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective, and they will not advance on the LIFT career ladder.

- **Minimally Effective** (Final score between 200 and 249): This rating signifies performance that is significantly below expectations. If after two years, however, an educator is unable to move beyond the Minimally Effective level, she or he will be subject to separation. In addition, teachers who earn Minimally Effective ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective, and they will not advance on the LIFT career ladder.
- **Ineffective** (Final score between 100 and 199): This rating signifies unacceptable performance. Individuals who receive this rating for one year will be subject to separation.

Note: DCPS and city leadership determined that no staff should receive any negative IMPACT consequences (i.e., step holds or separation) for ratings received in SY19-20.

IMPACT Ratings for Teachers from School Year 2016-2017 to School Year 2020-2021					
School Year	Ineffective	Minimally Effective	Developing	Effective	Highly Effective
SY18-19	1% (n=40)	3% (n=107)	11% (n=439)	42% (n=1,652)	43% (n=1,720)
SY19-20	1% (n=29)	2% (n=87)	10% (n=418)	45% (n=1,792)	42% (n=1,667)
SY20-21	0% (n=21)	1% (n=56)	6% (n=255)	41% (n=1,773)	51% (n=2,209)

School Leaders

All school leaders receive a final score between 100 and 400, which corresponds to one of three final ratings: Highly Effective, Effective, or Minimally Effective. From SY16-17 through SY18-19, non-reappointed school leaders were assigned the IMPACT rating that corresponds to their IMPACT score. Beginning in SY19-20, non-reappointed school leaders did not receive an IMPACT score or an IMPACT rating.

- **Highly Effective:** This rating signifies outstanding performance. School leaders who earn Highly Effective ratings are tapped for district leadership opportunities and receive performance bonuses.
- **Effective:** This rating signifies solid performance. School leaders who earn Effective ratings are provided with developmental opportunities throughout the school year and tapped for leadership development opportunities.
- **Minimally Effective:** This rating signifies performance that is below expectations. Instructional superintendents prioritize working with these school leaders to identify their specific developmental needs and provide targeted professional development. School leaders who earn this rating do not receive salary step increases.

IMPACT Ratings for Principals from School Year 2016-17 to School Year 2020-21			
School Year	Minimally Effective	Effective	Highly Effective
SY18-19	23	64	21
SY19-20	12	61	34
SY20-21	2	53	58

IMPACT Ratings for Assistant Principals from School Year 2016-17 to School Year 2020-21			
School Year	Minimally Effective	Effective	Highly Effective
SY18-19	61	85	21
SY19-20	22	93	55
SY20-21	9	70	100

IMPACT Ratings for Other School-Based Staff

All other school-based staff receive a final score between 100 and 400, which corresponds to one of five final ratings: Highly Effective, Effective, Developing, Minimally Effective, or Ineffective.

- **Highly Effective** (Final score between 350 and 400): This rating signifies outstanding performance. Members of the Council of School Officers (CSO) and the Washington Teachers' Union (WTU) who earn this rating are eligible for additional compensation.
- **Effective** (Final score between 300 and 349): This rating signifies solid performance. Individuals who earn this rating progress normally on their pay scales.
- **Developing** (Final score between 250 and 299): This rating signifies performance that is below expectations. If an individual does not move beyond the Developing rating after three years, he or she will be subject to separation.
- **Minimally Effective** (Final score between 200 and 249): This rating signifies performance that is significantly below expectations. A CSO or WTU member who earns a Minimally Effective rating is held at his or her current salary step until he or she earns a rating of Effective or Highly Effective. If an individual does not move beyond the Minimally Effective rating after two years, he or she will be subject to separation.
- **Ineffective** (Final score between 100 and 199): This rating signifies unacceptable performance. Individuals who receive this rating will be subject to separation.

IMPACT Ratings for Other School-Based Staff from School Year 2016-2017 to School Year 2020-2021					
School Year	Ineffective	Minimally Effective	Developing	Effective	Highly Effective
SY18-19	1% (n=29)	2% (n=51)	7% (n=227)	36% (n=1,144)	54% (n=1,706)
SY19-20	1% (n=21)	2% (n=50)	7% (n=215)	39% (n=1,279)	52% (n=1,696)
SY20-21	0% (n=16)	1% (n=36)	5% (n=161)	36% (n=1,210)	58% (n=1,983)

DCPS retains the vast majority of its best teachers as a result of the district’s performance-based compensation system, its career ladder (LIFT), its professional development system (LEAP), and the leadership of its principal corps. In fact, from School Year 2020-2021 to School Year 2021-2022, DCPS retained **91 percent of its Highly Effective** teachers and **86 percent of its Effective** teachers *in the classroom*.

Teacher Retention in School-based Roles from School Year 2019-2020 to School Year 2020-2021		
SY19-20 Final IMPACT Rating	Retained as DCPS Teacher	Not Retained as DCPS Teacher
Ineffective	66% (n=19)	34% (n=10)
Minimally Effective	79% (n=69)	21% (n=18)
Developing	90% (n=374)	10% (n=42)
Effective	93% (n=1,669)	7% (n=123)
Highly Effective	93% (n=1,550)	7% (n=114)

Teacher Retention in School-based Roles from School Year 2020-2021 to School Year 2021-2022		
SY20-21 Final IMPACT Rating	Retained as DCPS Teacher	Not Retained as DCPS Teacher
Ineffective	5% (n=1)	95% (n=20)
Minimally Effective	55% (n=31)	45% (n=25)
Developing	70% (n=178)	30% (n=77)
Effective	86% (n=1,525)	14% (n=248)
Highly Effective	91% (n=2,013)	9% (n=196)

60. How many Highly Effective teachers were there in one-star schools during SY19-20 and SY20-21 and how many were in the same school the subsequent year?

In School Year 2019-20, 28 percent of teachers in 1 STAR schools were rated Highly Effective. Of teachers in 1 STAR schools who were rated Highly Effective in SY2019-20, 91 percent were retained in their school from School Year 2019-20 to School Year 2020-21 in DCPS. In School Year 2020-21, 41 percent of teachers in 1 STAR schools were rated Highly Effective. Of teachers in 1 STAR schools who were rated Highly Effective in SY2020-21, 91 percent remained in their same school at the beginning of School Year 2021-22.

61. What percentage of teachers improved their evaluation rating between SY18-19 and SY19-20 and between SY19-20 and SY20-21? Please include data for each rating category.

From School Year 2018-2019 to School Year 2019-2020:

Overall, 33 percent of returning teachers who were not at Highly Effective in School Year 2018-2019 improved their IMPACT rating from School Year 2018-2019 to School Year 2019-2020. Additionally:

- 73 percent of returning teachers who earned a rating of Minimally Effective in School Year 2018-2019 moved to Developing or higher in School Year 2019-2020.
- 64 percent of returning teachers who earned a rating of Developing in School Year 2018-2019 moved to Effective or higher in School Year 2019-2020.
- 26 percent of returning teachers who earned a rating of Effective in School Year 2018-2019 moved to Highly Effective in School Year 2019-2020.

From School Year 2019-20 to School Year 2020-2021:

Overall, 48 percent of returning teachers who were not at Highly Effective in School Year 2019-2020 improved their IMPACT rating from School Year 2019-2020 to School Year 2020-2021. Additionally:

- 76 percent of returning teachers who earned a rating of Minimally Effective in School Year 2019-2020 moved to Developing or higher in School Year 2020-2021.
- 79 percent of returning teachers who earned a rating of Developing in School Year 2020-2021 moved to Effective or higher in School Year 2019-2020.
- 39 percent of returning teachers who earned a rating of Effective in School Year in 2019-2020 moved to Highly Effective in School Year 2020-2021.

62. Provide the Committee with a list of all non-DCPS sponsored (i.e., not run or currently organized by a DCPS staff member) after school programs and partnerships (during the school day and after school) that operated in DCPS during SY20-21 and in SY21-22 (through January 31) by school.

For SY20-21, DCPS did not conduct comparable partnership tracking to prior years due to COVID-19 and the shift to remote schooling. DCPS is in the process of updating its partner landscape for SY 21-22 and, as of January 31, has at least 160 organizations providing services across its schools.

Partner Organization Name (as of 1.31.2022)	
1.	826DC
2.	AARP Foundation Experience Corps
3.	ACCESS Youth

Partner Organization Name (as of 1.31.2022)	
4.	ACE Mentor Program
5.	Achievement Network
6.	Aeroclub Foundation, DC
7.	After-School All-Stars DC
8.	Alpha Education Initiative
9.	AlphaBEST Education
10.	American Society of Landscape Architects
11.	American University - Center for Community Engagement & Service
12.	An Open Book Foundation
13.	Apollo After School Inc.
14.	Arena Stage at the Mead Center for American Theater
15.	B.E.S.T. You Programming
16.	BEYA Sustained Mentoring Program (SMP)
17.	Black Swan Academy
18.	Black Xcellence Prep
19.	Boys and Girls Club of Greater Washington (BGCGW)
20.	Boys Town Washington DC
21.	Buffalo Soldiers Motorcycle Club of Maryland Foundation, Inc.
22.	Capital Area Food Bank
23.	Capitol Language Services
24.	Casey Trees
25.	Catholic Charities
26.	Champions
27.	Children and Charity International
28.	City Blossoms
29.	City Year DC
30.	CityBridge Foundation
31.	Collaborative Solutions for Communities (Formerly Columbia Heights/Shaw Family Support)
32.	College Success Foundation - DC
33.	College Track

34. Partner Organization Name (as of 1.31.2022)
35. Commercial Real Estate Women (CREW)
36. Common Threads
37. Communities in Schools of Nation's Capital
38. Community Forklift
39. Crittenton Services of Greater Washington
40. Dance Place
41. DC Arts and Humanities Education Collaborative
42. DC Central Kitchen
43. DC College Access Program
44. DC Department of Employment Services
45. DC Department of Parks and Recreation
46. DC Greens
47. DC Public Library
48. DC Reads - Georgetown University Center for Social Justice Research, Teaching & Service
49. DC SCORES
50. DC STRINGS WORKSHOP
51. DC Water
52. Do The Write Thing of DC
53. East River Family Strengthening Collaborative
54. Edgewood Brookland Family Support Collaborative
55. Embassy Suites
56. Everybody Wins! DC
57. Far Southeast Family Strengthening Collaborative
58. Flex Academies
59. Flex Academies LLC
60. Ford's Theatre
61. FRESHFARM FoodPrints
62. Georgetown University - Center for Multicultural Equity & Access: Institute for College Preparation (ICP)
63. Georgia Avenue Family Support Collaborative
64. Gerlein Orthodontics

Partner Organization Name (as of 1.31.2022)
65. Girls On The Run-DC
66. Global Kids - DC
67. Grace Apostolic Church
68. Grunley Construction
69. Health Services for Children with Special Needs, Inc. (HSCSN)
70. HeyTutor, Inc.
71. Higher Achievement
72. Hillcrest
73. Hillcrest Community Civic Association (HCCA)
74. Holt Scholars Program - Smithsonian National Air and Space Museum
75. Homeless Children's Playtime Project
76. HoopEd LLC
77. Horton's Kids
78. Howard University
79. Hyde PTA After Care
80. Imagination Stage
81. Innovation Learning
82. JMA Solutions
83. Joe's Den
84. John F. Kennedy Center for Performing Arts
85. Jubilee Jobs
86. Jumpstart
87. Kid Power, Inc.
88. KUBE Architecture
89. Latin American Youth Center (Teen Center)
90. LearnServe International
91. Levine School of Music
92. Life Pieces to Masterpieces
93. Live It Learn It
94. Marshall-Brennan Constitutional Literacy Project - American University Washington College of Law

Partner Organization Name (as of 1.31.2022)
95. Martha's Table
96. Mary's Center
97. Mayor's Office on Latino Affairs
98. MBI Health Services
99. MedStar Health
100. Men Can Stop Rape
101. Mentor Foundation U.S.A.
102. National Center for Children and Families
103. National Gallery of Art
104. National Society of Black Engineers (NSBE)
105. National War College
106. Northwest Community Church
107. One Common Unity
108. Out of School Time Program (OST)
109. Oyster Creative Activities (OCA)
110. P.E.N DMV
111. Perkins Coie LLP
112. Playworks
113. Project Lead The Way
114. Public Performance Management
115. Raised to Reach Back, Inc.
116. Raising A Village Foundation
117. Reading Partners
118. Reading Recovery
119. Sasha Bruce Youthwork
120. Smith College Club of Washington DC
121. SOUL Programs
122. Squire Patton Boggs
123. St. John's Episcopal Church
124. Teaching for Change

Partner Organization Name (as of 1.31.2022)
125.Teatro de la Luna
126.Teens Run DC
127.The Advisory Board Company
128.The Fishing School
129.The George Washington University
130.The Keegan Theater
131.The Latino Student Fund
132.The Literacy Lab
133.The National Organization of Blacks in Government (BIG)
134.The Phillips Collection
135.The Washington Ballet
136.Transit Employees Federal Credit Union
137.Treasury Department Federal Credit Union
138.Turner Construction Company
139.U.S. Dream Academy
140.University of the District of Columbia
141.University of the District of Columbia CAUSES Center for 4-H & Youth Development
142.Urban Learning and Teaching Center/Urban Adventure Squad
143.Urban Teacher Center
144.US Department of Transportation (DOT)
145.US National Highway Traffic Safety Administration
146.US National Park Service - National Mall and Memorial Parks
147.Volo City Foundation
148.Ward Memorial African Methodist Episcopal Church
149.Washington Building Congress
150.Washington DC VA Medical Center
151.Washington Improv Theater
152.Washington Nationals - Grand Slam Schools
153.Washington Nationals - Youth Baseball Academy
154.Washington Performing Arts

155. Partner Organization Name (as of 1.31.2022)
156. Washington Redskins Charitable Foundation
157. Washington Urban Debate League
158. Wendt Center - Resilient Scholars Project (RSP)
159. Words, Beats, and Life, Inc.
160. World Wildlife Fund
161. YMCA
162. Young Playwrights' Theater

63. Provide, in table form, a list of all stabilization and small capital projects for FY21 and FY22 (through January 31). For each project, include a brief description; amount budgeted; actual spend; and whether the work is completed or ongoing.

Project Name	Project Status	Project Description	Current Spend	Project Budget
Adams Middle School - FY19 HVAC Upgrade	Completed	Two Phase Project: Phase I (Summer 2019) - electrical work; installation of VRF units (and associated demolition); attic structural steel work; lighting and ceiling replacement (for areas receiving cassette units); hallways on all floors; piping; preparation work for installation of the DOAS; compliance with and completion of DCRA inspections so building permit can be extended for an additional year; in accordance with drawings (with omission of sprinkler system) Phase II (Summer 2020) - DOAS installation; installation of energy recovery units in the attic and associated ductwork; completion of remaining lighting upgrades; connection of DOAS to existing FA system; completion of remaining structural and HVAC work in the attic; in accordance with drawings (with omission of sprinkler system)	\$6,840,918.84	\$6,840,918.83
Adams Place Warehouse - Elevator Installation & Fire Alarm	Design	Warehouse elevator installation including fire alarm replacement	\$240,750.00	\$750,000.00
Amidon Bowen Elementary School - Cafeteria Flooring Replacement	Completed	Replacement of the falling cafeteria and gym flooring.	\$179,525.00	\$177,985.00
Amidon Bowen Elementary School - Electrical Service Upgrade	Construction	Replace electrical equipment with new because of risk of electrical failure in order to increase overall electrical system reliability.	\$844,803.00	\$375,000.00

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Project Name	Project Status	Project Description	Current Spend	Project Budget
Amidon-Bowen Elementary School - Overcrowding Relief	Construction	"The work will include: Creating a pre-K classroom by expanding the staff lounge and conference room, dividing the in-school suspension room into in-school suspension and a staff lounge, and enclose the space outlined adjacent to the welcome center with glazing to create a conference room."	\$984,689.00	\$291,373.51
Anacostia HS - Football Field Replacement	Completed	The turf field is past its useful life and needs to be replaced. The field must undergo GMax testing according to the DC Government's interagency working group on artificial turf and playgrounds. Evaluate the existing subbase to see if it has the proper depth, soft spots, or if it's draining properly; if there are any issues, it should be repaired or replaced. Evaluate the subbase for potential fine grading. The existing turf should be removed and disposed of leaving no debris behind The field should be restriped and incorporate the school's mascot or logo The contractor must conduct a training with DGS facilities and school athletics personnel on maintenance of the new field Add a contingency for potential subbase work	\$1,045,744.00	\$1,045,744.00
Ballou High School - Cooling Tower Enclosure Drainage	Planning	Investigate, evaluate, design, and construct new drainage system for the cooling tower enclosure	\$0.00	\$100,000.00
Ballou High School - Pool Public Entrance	Design	Ballou HS pool entrance for Public use.	\$269,003.00	\$500,000.00
Bancroft Elementary School - Overcrowding Relief	Construction	"The work will include: Creating a classroom using Rooms 121B, 121C, and 123, Moving the science and gardening materials from Room 210 into Room 121A, Converting the existing science room (Room 210) into a Kindergarten classroom by expanding the space into room 211B.	\$102,600.00	\$250,000.00
Bard High School @ Davis - Multipurpose Tent	Completed	For swing space for Bard @ Davis, install a tent for use as a multi-purpose space with MEP systems and a covered walkway.	\$715,925.57	\$1,685,727.24
Barnard Elementary School - Life Safety Upgrades	Planning	Fire Alarm Upgrade and Integration, Replace Master Clock/PA System	\$0.00	\$525,000.00
Beers Elementary School - Playground Replacement	Design	Replace one (1) playground	\$299,974.00	\$1,650,000.00

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Project Name	Project Status	Project Description	Current Spend	Project Budget
Beers ES - VRF Piping Upgrade	Completed	Replacement of the defective VRF piping at Beers ES.	\$758,154.00	\$758,154.00
Brightwood Education Campus - Chiller Replacement	Planning	The existing chiller is beyond its useful life and must be replaced.	\$0.00	\$900,000.00
Brightwood Education Campus - Covered Walkways for Trailers	Planning	Add covered walkway to existing trailers	\$208,468.85	\$300,000.00
Brightwood Education Campus - Window replacement	Planning	Abatement of Lead and/or Asbestos. Furnish and install windows. Correct water infiltration at existing windows in the Library.	\$0.00	\$1,500,000.00
Browne Education Campus & Phelps High School Electrical Upgrades	Initiation	The electrical services for Browne and Phelps are fed from a customer-owned 13.2 KV high-voltage substation. The purpose of this project is to decommission the high-voltage substation and re-feed the electrical services from new transformer vaults located on DC Government property. The design engineer will collaborate with Pepco engineers to determine the number and location of the transformer vaults.	\$0.00	\$0.00
Bruce Monroe @ Parkview - Miscellaneous 2	Completed	Miscellaneous Upgrades within the school to better enhance proper function ability of the building in order to be able to better serve the students, staff and parents.	\$89,381.29	\$89,381.29
Bruce Monroe @ Parkview ES - Partial Roof Replacement	Completed	Partial Roof Replacement	\$213,525.00	\$198,360.00
Bunker Hill Elementary School - Exterior & Interior Doors Upgrade	Construction	Replacement of the existing exterior doors and interior doors at Bunker Hill ES.	\$1,188,154.80	\$519,009.00

*Responses to FY21 Performance Oversight Questions
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Project Name	Project Status	Project Description	Current Spend	Project Budget
Burroughs Elementary School - Fire Alarm Upgrade	Planning	Fire Alarm Upgrade and Integration	\$0.00	\$400,000.00
Burroughs Elementary School - Handicap Ramps	Planning	Add a combination of exterior and interior ramps to provide better ADA access	\$0.00	\$250,000.00
Burrville Elementary School - Stairwell Railings	Planning	Modify existing stairwell railings to comply with ADA requirements	\$0.00	\$80,000.00
Burrville ES – Playground	Completed	Burrville ES – Playground (5-12)	\$692,234.67	\$692,235.00
Cardozo EC-Football Field Replacement	Completed	The turf field is past its useful life and needs to be replaced. The field must undergo GMax testing according to the DC Government’s interagency working group on artificial turf and playgrounds . Evaluate the existing subbase to see if it has the proper depth, soft spots, or if it’s draining properly; if there are any issues, it should be repaired or replaced. Evaluate the subbase for potential fine grading. The existing turf should be removed and disposed of leaving no debris behind. The field should be restriped and incorporate the school’s mascot or logo The contractor must conduct a training with DGS facilities and school athletics personnel on maintenance of the new field Add a contingency for potential subbase work	\$990,213.00	\$983,213.00
Cardozo Education Campus - Access Control System Upgrade	Completed	Access Control System Upgrade. Current system is not functioning as intended. The new RS-2 System will better enhance security and safety of the students, staff and parents while in the school.	\$425,122.00	\$425,122.00
Cardozo High School - Water Intrusion & Flooring	Planning	This project is to address systemic water intrusion issues and flooring replacement. The building has experienced extensive water intrusion issues in multiple areas across the building that will be addressed. The wood floors in the corridors are beyond their useful life and need to be replaced with new flooring.	\$0.00	\$4,000,000.00
CHEC-Gym Floor Replacement & Condensation Issues	Completed	Replace CHEC wood gym floor with new wood floor because of damage caused by condensation in order to provide a proper gym surface.	\$1,148,123.00	\$656,942.00
Cleveland Elementary School - Partial Roof Replacement	Planning	Replace a portion of the roof	\$0.00	\$325,000.00

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Project Name	Project Status	Project Description	Current Spend	Project Budget
Columbia Heights Educational Campus (CHEC) - Flooring Replacement	Close-out	Replace carpet in both middle and high school libraries and in both middle and high school health suites with vinyl tile	\$187,255.04	\$190,000.00
Coolidge High School Breezeway Structural Upgrades	Planning	Complete design for the structural replacement of elements that are severely corroded, obtain permits and perform upgrades	\$0.00	\$314,346.00
Coolidge High School Special Education Space Expansion	Close-out	Upgrade partition between Choral and Instrumental Rooms to reduce sound transition. Reconfigure classrooms in order to accommodate special education expansion.	\$60,000.00	\$60,000.00
Davis Elementary School - Swing Space - Classroom Conversion (2nd Floor)	Construction	2nd floor east wing at Davis swing space	\$1,925,119.20	\$2,560,000.00
DCPS - CCTV Upgrades	Construction	Replacement of CCTV in various schools.	\$1,122,002.00	\$682,327.00
DCPS - Centralized ACS & IDS	Construction	The intent of this project is to replace or install electronic access control systems and intrusion detection systems across all schools in order to consolidate under one platform for each system.	\$2,450,905.00	\$3,081,500.00
DCPS - COVID-19 HVAC Upgrades - All Schools	Completed	Upgrade HVAC system to provide air quality upgrades	\$0.00	\$7,000,000.00
DCPS – Lockdown Door Hardware (Final Round)	Construction	Upgrade classroom door hardware in order to safely lockdown school for various schools.	\$440,430.00	\$440,430.00
DCPS - PIP Surface Replacement	Close-out	Replace PIP playground surfacing at Leckie Educational Campus, Meyer Elementary School, Barnard Elementary School, Thompson Elementary School	\$631,830.00	\$631,830.00

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Project Name	Project Status	Project Description	Current Spend	Project Budget
DCPS - School Kitchen Upgrades (Round 21)	Construction	"Tyler Elementary School - Back corner storage room - convert into a usable dry storage space - Remove and replace of existing walk in refrigerator, and compressor. Burrville Elementary School - Replace sink piping through concrete walls LaSalle-Backus Education Campus - Walk-in Refrigerator Remove and replace Martin Luther King, Jr. Elementary School - Powerwash tile flooring - Provide Storage Room Shelving Hendley Elementary School - Powerwash tile flooring - Provide Storage Room Shelving Ketcham Elementary School - convert room into a usable dry storage space Garfield Elementary School - Remove 2-compartment sink and replace 3-compartment sink. Plummer ES - Re-do all electrical in the kitchen."	\$323,333.16	\$542,251.16
DCPS - Water Fountains (Round 22)	Planning	Remove existing drinking fountain. Install new drinking fountain with bottle filler at the locations listed above There will be a single Task Order issued for all listed schools.	\$0.00	\$350,000.00
DCPS - Window Shades - Malcolm X at Green and Phelps	Completed	Roller Shades for new windows at: 1. Neval Thomas ES 2. Malcolm X @ Green ES 3. Phelps HS	\$185,834.00	\$54,091.00
DCPS- Perimeter Security Fencing and Gates	Planning	Amidon-Bowen ES-- Install a 6' high fence and gates between the parking lot and sidewalk H.D. Cooke ES -- Install new 6' high steel gates at parking lot. Wheatley EC -- Install two (2) sets of gates at alley. Kenilworth ES - Install a pedestrian gate in the existing chain link fence Garrison ES -- Install sports netting and posts	\$0.00	\$350,000.00
DCPS Warehouse - Miscellaneous Improvements	Planning	Dock leveler, front office and overhead door replacement.	\$0.00	\$1,300,000.00
Dorothy Height Elementary School - HVAC System Upgrade	Completed	Phase I (Summer 2019) - Upgrade HVAC in ECE Building (Annex) and in cafeteria, kitchen, and auditorium; replace ceiling tiles and lighting; and, prep Main Building. Phase II (Summer 2020) - Upgrade HVAC in Main Building to VRF Approach: VRF cassettes in classrooms with DOAS in basement where possible or natural ventilation where not possible; replacement of cafeteria package AC and window units with 3 energy recovery ventilators with ducted VRF units and electric heaters; restore kitchen hood by replacing make-up air unit, exhaust fan, and ductwork as needed; replace Auditorium/Multipurpose Room AHUs with AAON H3 Indoor AHU with DX coil; and, replace gas-fired steam boilers in kind in mech room.	\$1,823,506.00	\$1,823,506.00
Drew Elementary School - MP Room Lighting Upgrade	Completed	Installation of new LED lighting system in the multi-purpose room at Drew ES. Current system have exhausted its usage.	\$323,617.00	\$278,617.00

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Project Name	Project Status	Project Description	Current Spend	Project Budget
Drew Elementary School - Security Upgrade	Completed	Drew ES needs a security upgrade which includes: replacement of card readers, security and detection.	\$102,903.00	\$102,903.00
Eastern High School - Kitchen HVAC Improvements	Planning	Upgrade HVAC make-up air and/or exhaust air in the Kitchen. Replace kitchen exhaust hood.	\$0.00	\$200,000.00
Eliot Hine Middle School - Classroom Creation	Planning	Construct new classrooms in a currently unfinished area of the building	\$0.00	\$750,000.00
Emery - HVAC Upgrade	Completed	HVAC Upgrade C.H.O.I.C.E. ACADEMY @ EMERY	\$294,025.00	\$294,025.00
Garrison Elementary School - Partial Roof Replacement	Planning	Replace a portion of the roof	\$0.00	\$300,000.00
Hart Middle School - HVAC Upgrade	Construction	Design and Installation of New HVAC in Auditorium, Gymnasium and Kitchen	\$2,419,431.08	\$1,455,279.40
Hart Middle School - Lower Level Classroom Fit-out	Design	Fit-out unoccupied portion of building	\$39,600.00	\$750,000.00
Hart Middle School Elevator Upgrade	Construction	Furnish all services, professional and otherwise, to develop a complete design for new elevator installations.	\$1,402,185.50	\$1,428,652.50
Hearst Elementary School - Classroom Conversion	Completed	Classroom conversion.	\$161,595.44	\$148,848.75

*Responses to FY21 Performance Oversight Questions
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Project Name	Project Status	Project Description	Current Spend	Project Budget
Hearst Elementary School - Classroom Trailers	Construction	Provide a safe and code-compliant modular classroom complex which consists of the following: Three (3) classrooms with a minimum classroom size of 650SF for grades 2nd – 5th, boys restroom, girls restroom, staff bathroom, janitor's closet, information technology (IT) closet, and covered and lighted ADA ramp and walkway to the existing sidewalks & passageways. The location will be south-east of the currently operating school main building entrance.	\$2,842,908.52	\$1,500,000.00
Hendley Elementary School - HVAC Upgrades	Planning	Design-Build of an HVAC system for the Cafeteria and Multi-Purpose room	\$0.00	\$1,600,000.00
Hendley Elementary School - ADA Operator	Close-out	Upgrade to ADA Door Operator	\$59,731.18	\$75,000.00
Hendley Elementary School - Exterior Fence & Lighting Replacement	Construction	Phase 1 - Perimeter Fence and Gate Replacement Phase 2 - Exterior Lighting Replacement	\$406,622.24	\$369,000.00
J.O. Wilson Elementary School – Boiler Replacement	Planning	Replacement of two boilers	\$840,000.00	\$500,000.00
Johnson Middle School - Full Roof Upgrade	Design	Full replacement of the roof at Johnson MS.	\$2,394,912.91	\$4,000,000.00
Johnson Middle School - Gym Improvements	Initiation	Refinish existing gym wood floor and replace gym bleachers.	\$0.00	\$0.00
Johnson Middle School - Refresh	Completed	Johnson MS will receive a refresh to enhance the aesthetics of the overall building. It will include: installation of new interior doors on the third floor, new LED lighting system in the corridors, new paint in the corridors and on door frames, carpet replacement	\$1,137,581.41	\$284,810.11
Kenilworth Elementary School (Swing Space) - Elevator Installation	Design	Design-Build project to design and install one (1) elevator with stops at each floor/level of the building. Note that this school is a permanent swing space with other schools are being modernized.	\$227,625.00	\$1,400,000.00

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Project Name	Project Status	Project Description	Current Spend	Project Budget
Kenilworth Elementary School (Swing Space) - Smartboard Installation	Construction	Furnish and install Smartboards in all classrooms. Note that this school is a permanent swing space with other schools are being modernized.	\$0.00	\$250,000.00
Ketcham Elementary School - Aluminum Piping Upgrade	Completed	Most of the HVAC at Ketcham ES is on a VRF system. The only floor left that still has aluminum piping is the second floor of the 1909 building and needs to be replaced with copper piping.	\$483,654.00	\$483,654.00
Ketcham Elementary School - Classroom Upgrade	Completed	Classroom renovation.	\$312,463.43	\$312,463.43
Key Elementary Roof Upgrades	Construction	Remove sections of old steep-sloped roof and replace with replacement materials to match existing. Install anchors into structural frame of roof to allow for safe maintenance in future.	\$0.00	\$255,471.38
Key Elementary School - Flooring Replacement	Planning	Replace Carpet with LVT in certain areas	\$0.00	\$450,000.00
Lafayette Elementary School - Renovation	Completed	Lafayette Elementary School - Renovation to add classrooms, academic support areas and administrative functions.	\$3,097,183.60	\$4,600,000.00
Langdon Education Campus - MP Room HVAC & Boiler Upgrade	Completed	The multi-purpose room currently has window units that supply AC to the space that need to be removed. The multi-purpose room should receive an HVAC upgrade that ties into the heating/cooling system installed with the phase one modernization. The boilers	\$1,267,958.00	\$679,670.00
Langdon Educational Campus - Exterior Door Upgrade	Completed	Replacement of the red exterior doors at Langdon EC.	\$508,388.00	\$508,388.00
Langdon Elementary School - Partial Roof Replacement	Planning	Replace a portion of the roof.	\$0.00	\$950,000.00

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Project Name	Project Status	Project Description	Current Spend	Project Budget
Langdon Elementary School - Playground Replacement	Planning	Replace existing playground with new equipment and PIP surfacing	\$0.00	\$1,300,000.00
Langley Elementary School - HVAC Upgrades	Planning	Design-Building of DOAS system and other HVAC upgrades (if funded) throughout the entire school.	\$0.00	\$10,000,000.00
Langley ES Elevator Upgrade	Construction	Furnish all services, professional and otherwise, to develop a complete design for new elevator installations.	\$1,362,211.85	\$1,400,000.00
LaSalle Backus Education Campus - Intrusion Detection System Upgrade	Completed	Upgrade the intrusion detection system at LaSalle EC.	\$94,015.00	\$94,015.00
LaSalle-Backus Education Campus HVAC System Upgrade	Completed	<p>Phase I (Summer 2019) - Demolish existing RTU, ductwork, unit vents, and associated controls, and install VRF cassettes in offices, hallways, and entrance lobbies; install roof-mounted VRF condensing units and roof-mounted DOAS with central duct trunk in corridor; use constant airflow regulating valves.</p> <p>Phase II (Summer 2020) - Demolish existing unit ventilators in each room and central boilers; install VRF cassettes in each classroom; remove ceiling and install level; construct boxout/transition so ceiling terminates at original location above windows; install roof-mounted VRF condensing units; outdoor air via split-system DOAS with central duct trunk in corridor on each level; ground-mounted condensing unit; indoor unit in mech room with louver to outside; replace radiators with electric heaters in toilet and stairway areas; replace all existing exhaust fans and rebalance system.</p>	\$5,464,888.00	\$5,464,888.00
LaSalle-Backus Educational Campus - Exterior Fencing Upgrade	Completed	Demolition of current fencing around the playground. Installation of a durable iron fence around the playground.	\$216,395.87	\$0.00
Leckie Educational Campus - New Marquee Sign	Design	Remove and replace existing marquee sign	\$99,835.46	\$123,000.00

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Project Name	Project Status	Project Description	Current Spend	Project Budget
Ludlow Taylor Elementary School - Exterior Fencing & Parking Lot Upgrade	Completed	Replace chain link fencing and repave asphalt in the staff parking lot across from the school.	\$218,319.00	\$0.00
Ludlow-Taylor ES - HVAC VRF Installation	Close-out	HVAC VRF Installation	\$9,442,073.78	\$10,000,000.00
Luke C. Moore - Auto Operator Upgrade	Completed	Project SOW has been revised : Installation of Auto Operator at main Entrance door at Luke C. Moore High School. Include new post and push buttons. Replace Storefront door and sidelight components completely.	\$94,741.00	\$94,741.00
Luke C. Moore High School - Lead Paint Abatement	Planning	Remove lead paint from building elements	\$0.00	\$1,350,000.00
MacArthur Boulevard School - Modernization	Planning	Renovations include a new kitchen/cafeteria, IT infrastructure, smartboards, security systems, and flooring replacement	\$0.00	\$5,378,500.00
Malcolm X @ Green Elementary School - Playground Upgrade	Completed	Design and Installation of ECE & 5-12 playgrounds (including site, landscaping, drainage, fencing, etc.). Current equipment and surfacing have exhausted its usage.	\$730,510.00	\$557,510.00
Malcolm X @ Green Elementary School - Infant Playground Upgrade	Completed	Infant Playground Replacement	\$656,210.00	\$102,550.00
Malcolm X Elementary School Elevator Upgrade	Construction	Furnish all services, professional and otherwise, to develop a complete design for new elevator installations.	\$1,266,950.60	\$1,400,000.00

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Project Name	Project Status	Project Description	Current Spend	Project Budget
Marie Reed Elementary School - Marquee Sign	Completed	Stabilization - Exterior Marquee Signs Construction	\$296,387.35	\$73,514,493.89
Martin Luther King Elementary School - FY19 Elevator Upgrade	Completed	A three stop elevator is to be installed at MLK Elementary and will connect the rear parking lot with the first, second and third floors. There is currently no elevator at the school.	\$1,256,664.00	\$1,192,790.00
Martin Luther King Elementary School - VRF Replacement	Initiation	Remove and replace existing VRF system	\$0.00	\$0.00
McKinley Tech - Chiller/Cooling Tower Replacement	Design	Replace chiller and cooling tower.	\$874,578.85	\$1,000,000.00
McKinley Tech High School - Field Upgrade	Completed	Replacement of the artificial turf field at McKinley Tech HS.	\$1,107,906.00	\$1,107,906.00
McKinley Tech High School - Roof Upgrade	Completed	Partial roof upgrade	\$4,655,293.00	\$4,655,293.00
Meyer Elementary School - Window and Exterior Door Upgrade	Construction	Replace existing windows with new windows because of leaks in order to upgrade and improve the overall building envelope.	\$3,631,494.77	\$188,700.00
Military Road School - Renovation	Close-out	General renovations throughout the building (including the exterior) to ensure it meets DCPS Operational Standards for an ECE Learning Center	\$888,836.00	\$750,000.00
Noyes Elementary School - Flooring Replacement	Planning	Replace Carpet with LVT in select areas	\$0.00	\$175,000.00

*Responses to FY21 Performance Oversight Questions
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Project Name	Project Status	Project Description	Current Spend	Project Budget
Noyes Elementary School - Playground Replacement	Planning	Design and build a new playground on the field	\$0.00	\$1,000,000.00
Oyster Adams Bilingual School - Flooring Upgrade	Completed	Replace library carpet with LVT in order to improve the library's floor finish.	\$52,208.18	\$52,208.18
Oyster-Adams Bilingual School - Playgrounds & Field Replacement	Design	Replace both playgrounds & Field	\$278,512.00	\$1,500,000.00
Park View Elementary School - DOAS Upgrade	Planning	The existing DOAS is not functional. Perform replacement of components in order to make the DOAS unit fully functional.	\$0.00	\$300,000.00
Peabody Elementary School - Lead Paint Abatement	Planning	Removal of lead paint from exterior metal fascia, cornice, and dentils. Repaint all affected surfaces.	\$0.00	\$250,000.00
Peabody Elementary School - Playground Replacement	Planning	Replace existing playground with new equipment and PIP surfacing	\$0.00	\$750,000.00
Peabody Elementary School - Renovation	Close-out	Verify the structural integrity of the existing plaster ceilings and restore building services and finishes.	\$6,157,144.72	\$8,450,009.35
Phelps High School - Command Center Upgrade	Completed	Renovation of the DCPS Facilities Command Center.	\$507,209.15	\$507,209.15
PIP Lead Testing - Various DCPS Playgrounds	Completed	Provide Industrial Hygiene (IH) sampling, and lab testing of newly installed PIP playground surfacing	\$11,268.00	\$11,268.00

*Responses to FY21 Performance Oversight Questions
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Project Name	Project Status	Project Description	Current Spend	Project Budget
Plummer Elementary School - Cooking Trailer	Planning	Installation and fit-out of a cooking trailer	\$0.00	\$500,000.00
Plummer Elementary School - Oil Trap Replacement	Construction	Remove and replace piping at 17 sections in the building to avoid bends that are creating traps for oil, which are creating leaks in the VRF system. Replace with new piping, test and insulate.	\$0.00	\$125,000.00
Plummer Elementary School - Playground Upgrade	Completed	Design and Installation of ECE & 5-12 playgrounds (including site, landscaping, drainage, fencing, etc.). Current equipment and surfacing have exhausted its usage.	\$735,218.00	\$735,218.00
Plummer Elementary School - VRF Piping Replacement	Planning	Replace piping for VRF system	\$0.00	\$995,000.00
Powell Elementary School - HVAC Overhaul	Completed	Replace controls and relocate VRF.	\$1,011,132.00	\$1,000,000.00
Powell Elementary School - Roof Upgrade	Completed	Partial Roof Replacement at Powell ES.	\$529,655.00	\$529,655.00
Raymond Elementary School at Meyer Swing Space - Miscellaneous Improvements	Planning	Build-out additional classrooms, remove lockers, etc.	\$0.00	\$250,000.00
River Terrace Education Campus - Playground Surface Replacement	Planning	Abatement of lead containing playground surfaces. Install new PIP surface.	\$0.00	\$0.00
Roosevelt High School - PA System Upgrades	Initiation	Replace PA system head end and add PA speakers at Roosevelt STAY	\$0.00	\$0.00

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Project Name	Project Status	Project Description	Current Spend	Project Budget
Savoy Elementary School - Playground Replacement	Planning	Design and build of the ECE playground replacement	\$0.00	\$0.00
School Without Walls @ Francis Stevens - New Trailer	Completed	Installation of a new trailer - 6 classroom trailer	\$1,307,903.56	\$1,307,903.47
Seaton Elementary Piping Replacement	Planning	Remove casework and walls to access piping along window walls, drain down system and replace piping, restore walls and casework.	\$0.00	\$600,000.00
Seaton Elementary School - Kitchen HVAC Improvements	Planning	Upgrade HVAC make-up air and/or exhaust air in the Kitchen	\$0.00	\$200,000.00
Seaton Elementary School - Playground Upgrade	Completed	Upgrade ECE & 5-12 playgrounds.	\$1,629,706.02	\$1,500,000.00
Sharpe Health Swing Space - Boiler Replacement	Planning	Remove existing boiler; install new condensing boilers	\$0.00	\$750,000.00
Shepherd ES - HVAC Piping Replacement	Completed	HVAC Piping Replacement	\$1,095,000.00	\$1,095,000.00
Sousa Middle School - Exterior Door & Stage Upgrades	Completed	Replacement of exterior doors at Sousa MS. The stage floor has also reached the end of its useful life and needs to be replaced. The stage lighting also needs to be replaced. Add/Alt Stage Curtains	\$746,292.46	\$635,890.00
Stoddert Elementary School - Classroom Trailers	Construction	Adding two trailers to the field to accommodate the growing enrollment.	\$1,382,559.51	\$913,497.84

*Responses to FY21 Performance Oversight Questions
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Project Name	Project Status	Project Description	Current Spend	Project Budget
Stuart Hobson Middle School - Classroom Conversions	Planning	Create three (3) new classrooms	\$0.00	\$750,000.00
Stuart Hobson Middle School - HVAC Upgrades	Planning	Scope is pending results for retro-commissioning being performed by S&E	\$0.00	\$750,000.00
Stuart-Hobson Middle School - Access Control Upgrade	Completed	Replace exterior door access controls with new because of missing or inoperative controls in order to improve overall security.	\$219,390.00	\$219,390.00
Swing Space at Kenilworth Elementary School	Completed	Swing space construction at the vacant Kenilworth Elementary School facility.	\$5,288,274.26	\$4,178,354.45
Takoma Education Campus - Standing Seam Roof Flashing Replacement	Planning	Replace Flashing at Standing Seam Metal Roof	\$0.00	\$580,000.00
Takoma Educational Campus - VRF Piping Upgrade	Close-out	Replacement of the VRF piping at Takoma EC.	\$1,884,302.00	\$1,750,000.00
Theodore Roosevelt High School - Public Pool Entrance Upgrade	Completed	Provide new pool entrance in order to provide a separate public entrance.	\$2,733,787.50	\$1,094,856.04
Thomas Elementary School - HVAC Upgrades	Completed	New HVAC Systems, Remodel to Kitchen and New ECE bathrooms	\$13,455,386.00	\$2,408,710.00

*Responses to FY21 Performance Oversight Questions
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Project Name	Project Status	Project Description	Current Spend	Project Budget
Thomas Elementary School - Security Upgrades	Completed	Thomas ES needs an access control upgrade which includes: replacement of card readers, security and detection.	\$155,298.00	\$155,298.00
Thomson Elementary School - Bathroom Conversion	Planning	Reconfigure single user restroom for ADA compliance	\$0.00	\$25,000.00
Truesdell Education Campus - Chairlift Upgrade	Completed	Installation of a new chairlift at Truesdell Education Campus	\$206,640.83	\$206,640.83
Truesdell Education Campus - Playground Upgrade	Completed	Upgrade of the 2-5 & 5/12 playgrounds.	\$1,652,265.15	\$1,432,265.15
Tubman Elementary School - HVAC & Fire Suppression Upgrades	Completed	Replace existing HVAC system with new VRF system, and replace lighting and ceiling as part of project	\$10,490,220.00	\$8,809,902.00
Tyler Elementary School - HVAC Upgrade	Close-out	Replace HVAC with new HVAC equipment because of in operative systems in order to improve overall comfort.	\$1,464,051.34	\$1,500,000.00
Tyler Elementary School - Partial Roof Replacement	Planning	Replace a portion of the roof	\$0.00	\$600,000.00
Various Schools - Kitchen Upgrades (FY20)	Completed	Renovate/upgrade kitchens at six (6) schools in order to meet to DC Health standards	\$415,860.00	\$370,710.00

*Responses to FY21 Performance Oversight Questions
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Project Name	Project Status	Project Description	Current Spend	Project Budget
Whittier Education Campus - FY19 Miscellaneous Upgrades	Completed	Replacement of all exterior doors to include access control and flooring replacement in the eastern half of the building. There are several cracks on the second and third floor corridors and several mismatched floor tile on the first floor corridor. Full roof replacement design and installation. The current PA system is outdated and performs poorly and needs to be replaced. Added roof replacement as a change order.	\$2,854,022.00	\$2,153,502.00
Whittier Educational Campus - Elevator Installation	Construction	Design-Build elevator installation.	\$261,282.00	\$261,282.00
Whittier Educational Campus - Patch & Paint	Completed	The Patch and paint project is meant to repair the damage caused by the failed Roof.	\$106,052.27	\$99,532.27
Wilson Elementary School - FY19 Elevator Upgrade	Completed	Installation of new nonproprietary elevator system per developed permit drawings and specifications.	\$1,166,059.00	\$1,096,718.00
Wilson High School - Roof and Door Upgrades	Completed	New doors hardware and mechanical exit devices. Replace Slate Roof Tile. Security system for the doors being replaced.	\$1,268,035.40	\$1,266,293.00

Project Name	Project Status	Project Description	Current Spend	Project Budget
Woodrow Wilson High School - Name Change	Planning	The signage to be removed and/or replaced includes: Main Entry Sign Band Marque Sign Precast Sign Wall Corridor Plaques (4) Signage at Stone Wall at Entry Bronze Lettering at Field Plaque in Vestibule 1 Plaque in Vestibule 2 Tile Art in Vestibule Quote Lettering in Vestibule Terrazzo Medallion in Atrium Floor	\$59,048.30	\$500,000.00
Woodson High School - Flooring Upgrade	Completed	Flooring Replacement	\$152,207.02	\$152,207.02

64. (a) Provide the most recent annual school Facility Condition Assessments conducted by DGS.

In FY21 over 900,000 square feet of assessments were completed for DCPS. Facility Condition Assessments are publicly available on the [DCPS Modernization website](#).

DCPS FY21 Completed FCA Assessments			
School Name	Ward	Address	Sq. Ft.
Ballou High School/Ballou STAY	8	3401 4th St SE	425,082
Bancroft Elementary School	2	1755 Newton St NW	132,431
Barnard Elementary School	4	430 Decatur St NW	87,868
Bruce Monroe Elementary School @ Parkview	1	3560 Warder St NW	94,765
Hendley Elementary School	8	425 Chesapeake St SE	81,782
Janney Elementary School	3	4130 Albemarle St NW	96,080
Ketcham Elementary School	8	1919 15th St SE	89,545
Key Elementary School	3	5001 Dana Place NW	63,976

School Name	Ward	Address	Sq. Ft.
Kimball Elementary School	7	3375 Minnesota Ave SE	96,429
King Elementary School	8	3200 6th St SE	63,095
Lafayette Elementary School	4	5701 Broad Branch Rd NW	136,222
Langley Elementary School	5	101 T St NE	136,118
Malcom X @ Green Elementary School	8	1500 Mississippi Ave SE	77,700
Mann Elementary School	3	4430 Newark St NW	60,969
Maury Elementary School	6	1250 Constitution Ave NE	46,800
River Terrace Education Campus	7	420 34th St NE	62,800
Seaton Elementary School	6	1503 10th St NW	64,643
Shepherd Elementary School	4	7800 14th St NW	78,000
Stanton Elementary School	8	2701 Naylor Road SE	83,800
Stevens School	2	2100 1st St NW	38,573
Stuart-Hobson Middle School	6	410 E St NE	114,720
Tubman Elementary School	1	3101 13th St NW	72,316
Watkins ES (Capitol Hill Cluster)	6	420 12th St SE	73,109
Total Sq.Ft.			944,573

(b) What were the total amount of capital improvements needed, by facility, and by project type (HVAC, roof, windows, etc.) in FY21, and FY22 (through January 31)?

DCPS identified a total of 35 capital improvements needed throughout the district to be completed in FY21 and FY22.

Project Type	Facility Name	Project Description
Major	Ballou HS	Pool Entrance
Major	Bancroft ES	Overcrowding relief
Athletic Facilities	Beers ES	Playground
Windows	Brightwood ES	Window and Door Replacement
Major	Burrville	Stairwell Railings
Major	Columbia Heights Education Campus	Flooring replacement

Project Type	Facility Name	Project Description
Major	Coolidge HS	Special Education Suite
Major	Davis Swing Space	Second Floor East Wing Build Out
Elevators	DCPS Warehouse	Elevator Install
Major	Hearst ES	Trailers
ADA	Hendley ES	ADA Operator
Major	Hendley ES	Fencing replacement
HVAC	JO Wilson ES	Boiler replacement
Roof Repairs	Johnson MS	Roof Replacements
Elevators	Kenilworth Swing Space	Elevator Design
Athletic Facilities	Langdon	Playground
Major	Leckie EC	Smartboard Installation
HVAC	Ludlow-Taylor ES	HVAC VRF Installation
HVAC	McKinley Tech	Chiller tower replacement
Major	Military Road ECE	ECE Renovation
Athletic Facilities	Noyes	Playground
Athletic Facilities	Oyster-Adams (Oyster)	Playground
Major	Peabody ES	Renovation
Athletic Facilities	Peabody ES	Playground
HVAC	Powell ES	Controls replacement & VRF relocation
Major	Stoddert ES	Trailers
HVAC	Takoma ES	CU Replacement & Power Surge Resolution
Athletic Facilities	Thomson ES	Resurfacing
Major	Various	Kitchen Upgrades
Major	Various	Lockdown Hardware
Elevators	Whittier ES	Elevator Design
Roof Repairs	Browne EC	Partial Roof Replacement
HVAC	Shepherd ES	HVAC Piping Replacement
ADA	Ross ES	Elevator Install
ADA	Truesdell ES	Chairlift Install

(c) What swing space is available and is that space adequate?

Currently, DCPS has several swing space locations available throughout the District. The Garnet-Patterson, Old Banneker, Meyer, and Sharpe Health swing space buildings are online to service schools in Wards 1, 2, 4, and 6. The Kenilworth and Davis swing spaces serve schools in Ward 7 and 8. In SY20-21, DCPS opened a new portable swing complex at Upper Spingarn to serve Ward 5 and 6 schools. The remaining PACE schools are primarily in Wards 5, 6, 7, and 8, with almost 50 percent in Wards 7 and 8. To serve these schools, DCPS has proposed new portable swing complexes at Oxon Run and Nalle ES, both to open in FY26. DCPS is evaluating the ability to establish additional swing space locations in these wards to help accelerate CIP sequencing, which would ultimately impact future CIP investment requests. It is DCPS' preference to utilize vacant buildings in the portfolio, which is often more cost effective, before evaluating sites that can accommodate portable complexes.

(d) According to the Facility Condition Assessments, what is the total ten-year capital investment needed to maintain DCPS facilities, by facility and project type?

The FCA data provides one input into the capital planning process. Other inputs include both DCPS and DGS institutional knowledge of the facilities, planned projects not associated with asset degradation, and improvement related to ongoing standardization of systems, and allocations for emergency system replacements.

65. Describe the steps taken by DCPS in FY21 and FY22 (through January 31) to maintain or achieve Americans with Disabilities Act ("ADA") compliance at its facilities. Please include a narrative about funding availability for schools and agreements or plans with the DGS.

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

DCPS has worked closely with the Office of Disability Rights (ODR), as a basis of information to prepare for future CIP submissions. This work included evaluating ODR's facility assessments to further understand priorities, which included bathroom modifications, ramps, and elevators. For FY21, DCPS continued to complete ADA compliant projects.

Below is a summary of the projects that were completed in FY21 to improve accessibility within DCPS' buildings. It is important to note, that no projects funded in FY22 have yet to be completed in FY22. For FY22 projects, DCPS has listed projects expected to be completed

throughout the year.

FY21 Finished Projects

1. **Elevators:** Ross ES, Kenilworth swing space (Design), Whittier EC (Design), Adams Place Warehouse (Design)
2. **Chairlifts:** Truesdell ES
3. **Modernized buildings (includes restroom conversions):** Lewis ES, Eaton ES, Banneker HS, Capitol Hill Montessori @ Logan

FY22 Projects Expected for Completion in FY22

- a) **Elevators:** Malcolm X @ Green ES, Langley ES, Hart MS, Whittier ES (under construction, expected completion FY23), Kenilworth swing space (under construction, expected completion FY23)
- b) **Modernized Buildings (includes restroom conversion):** SWS @ Goding ES, Smothers ES, Old Randle Highlands ECE
- c) **ADA Operator:** Hendley ES

66. Please provide the Committee with an update on the status and timeline of the new addition at Stoddert Elementary. When will the new addition come online? What locations on the property are being considered for the addition, and how many additional seats could each proposal add? Would it be possible to construct a new story on the school to serve as the addition?

To address current and projected overcrowding at Stoddert Elementary School, DCPS has included funding in the CIP to construct an addition to replace the existing trailers on site and to add additional permanent capacity to the facility. The addition will be new construction and will meet the DCPS Educational Specifications. The Stoddert project is currently slated for Fiscal Years 2023 and 2024 (School Years 2022-23 and 2023-24) with opening in FY25 (SY2024-25). The addition will provide 184 permanent seats, increasing the permanent capacity of Stoddert from 332 to 516. DCPS will engage the Stoddert community during FY2023 to design the addition project, during which a design team will develop potential schemes that will lay out the final design for the addition. Once a design team is brought on board, they will explore all options for the addition, including adding a third story to the existing two-story addition from the previous modernization.

67. Please provide the Committee with an update on the status of and timeline for the new school proposed at the former Georgetown Day School site on MacArthur Boulevard. Does DCPS still intend for this new school to come online for SY23-24? Is funding sufficient in the approved capital budget to undertake all necessary renovations to ready the school for use?

DCPS submitted the final recommendations from the Community Working Group (CWG) for the Foxhall and MacArthur schools in the summer of 2021. DCPS and City leadership continue to weigh the recommendations and discuss all options, and no final decision has been made. Given continued deliberation, the planned opening of Foxhall will be delayed by one year until at least SY25-26, given procurement

and construction timelines. MacArthur is still currently planned to open in SY23-24 (as [announced in September 2021](#)). This adjustment will ensure that DCPS has time for a robust engagement and planning process for a successful school opening, while providing significant advance notice to impacted families.

68. Please provide the Committee with an update on the status and timeline of the new school proposed in Foxhall Village. Is funding sufficient in the approved capital budget to undertake all necessary renovations to ready the school for use? What is the status of the traffic study in the Foxhall Village, funded in the FY 2022 budget?

Please see response above. Additionally, in January 2022, the traffic study in the Foxhall Village was awarded to IStudio. The traffic study is underway, with an anticipated completion of late spring/early summer.

69. List each school that received additional literacy personnel (Assistant Principals of Literacy, Reading Specialists, instructional coaches) as part of DCPS literacy goals in SY19-20, SY20-21, and SY21-22 (through January 31).

In addition to our research-based core instructional resources and practices, supplemental literacy programs and reading interventions, DCPS invests in literacy personnel via partnerships and school-based literacy personnel to help support our students' literacy learning. The DCPS Content and Curriculum Division measures the success of these investments in terms of students' increased foundational reading skills (measured by Dynamic Indicators Basic Early Literacy Skills [DIBELS] in K-2) and students' reading levels (measured by Text Reading Comprehension [TRC] in K-1 or Reading Inventory [RI] in grades 2-12). Performance on these assessments for the past three years suggests that these investments make a significant difference and the positive effects become greater over time. Specifically, we look to these investments to reduce the percentage of students who are not meeting benchmarks. This is measured by DIBELS for K-2 and/or TRC for grades K-1, and by RI in grades 2-10.

Literacy Partnerships

Literacy Lab Reading Corps: In 2013-14, Metro DC Reading Corps began its inaugural year providing early literacy services in DC and Northern Virginia. That year, the DCPS Office of Teaching & Learning worked to implement this program in fourteen schools. Students are selected for the program if they are below grade level on a fall benchmark exam. Students then spend 20 minutes per day, 5 days per week meeting with their tutor. Students exit the program when they meet and maintain grade level standards in reading. In School Year 2020- 2021, Literacy Lab worked remotely in 20 schools with 566 students. In School Year 2021- 2022, Literacy Lab expanded further to work with 30 schools through school-defined modes (in-person preferred, but also virtual or hybrid as the partnership and circumstances allow).

Reading Partners: Reading Partners provides one-on-one reading instruction to elementary school students reading below grade level to help them succeed in school and in life. Reading Partners recruits and trains volunteers to work one-on-one with students for forty-five minutes twice a week, following a structured, research-based curriculum. In School Year 2020-2021, Reading Partners worked in 14 schools with 386

students. In School Year 2021-2022, Reading Partners expanded further to work with 18 schools.

School-Based Literacy Personnel

- **Reading Specialists:** Reading specialists intervene with a caseload of approximately 25 to 35 students over the course of a year. Schools with an Office of Teaching and Learning Title I-Funded Reading Specialist include: C.W. Harris ES, Langley ES, Moten ES, Patterson ES, Stanton ES, and Thomas ES.
- **Assistant Principals – English Language Arts:** In School Year 2016-2017, after three years of investment, the Assistant Principals of Literacy initiative was replaced with the Assistant Principal – English Language Arts (AP-ELA) position within the LEAP initiative. DCPS used learnings from the Assistant Principals of Literacy and their cohort model to move the district toward having all APs have an instructional focus and leading content-specific professional development in schools. We currently have 34 Assistant Principals who serve as ELA LEAP leaders.
- **Instructional Coaches:** Every school has at least one instructional coach. Our literacy-focused instructional coaches serve as LEAP Leaders for ELA. We currently have 84 LEAP Leaders serving in this capacity.
- **Teacher Leaders:** Some schools utilize teacher leaders (TLI) to support the literacy development of their colleagues as LEAP leaders. We currently have 33 TLIs supporting ELA Leap teams.

Key PD Initiatives Supporting Teachers and Literacy Personnel

- **DC Reading Clinic:** Beginning in January 2019, DCPS educators began to receive highly specialized training through the DC Reading Clinic that will provide them with some of the coursework and clinical practicum experience necessary to become a reading specialist. The training includes a graduate-level course that focuses on the Science of Reading and the implementation of Structured Literacy interventions for students who are not yet meeting decoding benchmarks. In SY21-22, 4.5 full time coaches are coaching and teaching 114 teachers across twelve sites (two centrally located and 10 school-based). Since its inception, the Clinic has trained over 200 teachers. Clinic teachers have directly served approximately 250 students with intensive intervention and have used their newly learned skills with thousands of students in their home schools.
- **Science of Reading Training:** Science of Reading training provided to stakeholders (e.g., school leaders, LEAP Leaders, teachers, Elementary ELA and SS Team) by universities and organizations allows for the successful integration of evidence-based literacy practices in classroom instruction that support teaching students how to read.
- **American University Professors:** In School Year 2021-2022, DCPS is partnering with American University to provide a non-credit Science of Reading course to Cluster I Principals and 16 (8 for K-2 educators and 8 for 3-5 educators) Science of Reading Professional Development sessions to Cluster I educators.
- **LETRS Facilitators:** Cluster III schools in collaboration with the Elementary ELA and Social Studies Team has contracted with Cambium to provide LETRS (Language Essentials for Teachers of Reading and Spelling) Science of Reading Training to Cluster III school leaders, LEAP Leaders, and the Elementary ELA and Social Studies Team.

70. Please provide the committee, in table form, literacy proficiency rates for grades 1-10 by school and grade.

Please see **Q70Attachment_ Literary Proficiency Rates**.

71. (a) Provide the total amount of funding allocated to and spent for Title I by each school in FY21 and FY22 (through January 31).

For FY21, DCPS spent Title I funds on allowable expenditures, such as highly effective school staff salaries, parent and family engagement activities, and administrative costs to manage the grant funds. In addition, Title I funding supported school-specific initiatives, such as the Ninth Grade Academy program, the Twilight program, supports to students experiencing homelessness, Reading Recovery, and other literacy programs. Title I funds were also used to support summer school programs at participating Title I Schools in FY21. In FY22, Title I funds are being used to support the same programs from FY21.

Agency Fund	Agency Fund Title	Org Code Title	Program Code Prefix	FY 2021 Amt Received	FY 2021 YTD Expenditures	FY 2022 Amt Received	FY 2022 YTD Expenditures
0733	OSSE SUB GRANTS - TITLE 1	Aiton ES	EA	101,296.67	101,289.65	102,474.01	-
0733	OSSE SUB GRANTS - TITLE 1	Amidon-Bowen ES	EB	151,492.80	149,071.34	151,898.74	-
0733	OSSE SUB GRANTS - TITLE 1	Anacostia HS	HA	383,978.59	352,248.53	382,054.59	63,138.28
0733	OSSE SUB GRANTS - TITLE 1	Ballou HS	HB	547,657.26	434,857.23	546,672.51	66,374.82
0733	OSSE SUB GRANTS - TITLE 1	Ballou STAY	AA	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Bancroft ES	EC	278,565.86	278,544.04	300,172.09	-
0733	OSSE SUB GRANTS - TITLE 1	Bard	HQ	55,144.12	54,262.70	127,469.34	-
0733	OSSE SUB GRANTS - TITLE 1	Barnard ES	ED	292,132.38	287,462.94	290,196.18	-
0733	OSSE SUB GRANTS - TITLE 1	Beers ES	EE	216,612.08	213,149.76	206,764.29	-
0733	OSSE SUB GRANTS - TITLE 1	Benjamin Banneker HS	HC	112,835.35	111,076.54	82,434.09	-
0733	OSSE SUB GRANTS - TITLE 1	Brent ES	EF	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Brightwood Education Campus	CA	226,548.70	222,927.55	180,960.79	-

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Agency Fund	Agency Fund Title	Org Code Title	Program Code Prefix	FY 2021 Amt Received	FY 2021 YTD Expenditures	FY 2022 Amt Received	FY 2022 YTD Expenditures
0733	OSSE SUB GRANTS - TITLE 1	Brookland MS	MK	162,798.22	160,196.06	162,781.55	-
0733	OSSE SUB GRANTS - TITLE 1	Browne EC	CC	195,810.09	195,809.09	197,695.79	-
0733	OSSE SUB GRANTS - TITLE 1	Bruce-Monroe ES @ Park View	EG	213,898.78	210,479.83	219,914.80	-
0733	OSSE SUB GRANTS - TITLE 1	Bunker Hill ES	NL	102,347.49	102,347.49	104,743.91	-
0733	OSSE SUB GRANTS - TITLE 1	Burroughs EC	CD	128,881.93	126,821.88	126,506.54	-
0733	OSSE SUB GRANTS - TITLE 1	Burrville ES	EH	140,639.58	138,391.60	138,297.23	-
0733	OSSE SUB GRANTS - TITLE 1	C.W. Harris ES	EI	230,225.52	229,537.71	211,848.33	37,399.64
0733	OSSE SUB GRANTS - TITLE 1	Cap Hill Montessori @ Logan	EJ	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Cardozo EC	CE	585,714.81	491,216.73	500,376.64	62,788.49
0733	OSSE SUB GRANTS - TITLE 1	Choice Academy	AB	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Cleveland ES	EK	139,282.93	137,056.63	136,027.87	-
0733	OSSE SUB GRANTS - TITLE 1	Columbia Heights EC (CHEC)	CF	525,573.10	489,651.47	520,889.36	23,055.23
0733	OSSE SUB GRANTS - TITLE 1	Coolidge HS	HD	443,380.04	385,137.47	522,768.00	38,961.84
0733	OSSE SUB GRANTS - TITLE 1	Deal MS	MA	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Dorothy Height ES	NK	215,255.44	215,245.62	204,953.19	-
0733	OSSE SUB GRANTS - TITLE 1	Drew ES	EL	105,818.85	104,127.44	101,115.95	-
0733	OSSE SUB GRANTS - TITLE 1	Duke Ellington School of the Arts	HG	-	-	-	-

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Agency Fund	Agency Fund Title	Org Code Title	Program Code Prefix	FY 2021 Amt Received	FY 2021 YTD Expenditures	FY 2022 Amt Received	FY 2022 YTD Expenditures
0733	OSSE SUB GRANTS - TITLE 1	Dunbar HS	HE	540,083.90	500,744.62	520,350.73	72,558.81
0733	OSSE SUB GRANTS - TITLE 1	Eastern HS	HF	607,495.20	552,165.76	579,320.25	44,423.27
0733	OSSE SUB GRANTS - TITLE 1	Eaton ES	EM	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Eliot-Hine MS	MB	118,480.94	116,587.14	126,055.55	-
0733	OSSE SUB GRANTS - TITLE 1	Excel Academy	CT	202,056.61	198,826.94	206,766.84	-
0733	OSSE SUB GRANTS - TITLE 1	Garfield ES	EN	130,238.58	128,156.85	108,370.12	-
0733	OSSE SUB GRANTS - TITLE 1	Garrison ES	EO	131,595.24	131,158.54	152,352.79	-
0733	OSSE SUB GRANTS - TITLE 1	H.D. Cooke ES	EP	184,052.44	181,110.55	185,906.97	-
0733	OSSE SUB GRANTS - TITLE 1	Hardy MS	MC	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Hart MS	MD	193,549.00	193,545.54	215,379.69	-
0733	OSSE SUB GRANTS - TITLE 1	Hearst ES	EQ	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Hendley ES	ER	161,441.58	158,861.10	140,565.87	-
0733	OSSE SUB GRANTS - TITLE 1	Houston ES	ES	123,907.54	121,927.00	127,869.30	-
0733	OSSE SUB GRANTS - TITLE 1	Hyde-Addison ES	ET	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Ida B. Wells MS	MO	61,418.00	60,436.30	182,434.42	-
0733	OSSE SUB GRANTS - TITLE 1	Inspiring Youth Program	AC	30,421.93	26,704.94	-	-
0733	OSSE SUB GRANTS - TITLE 1	J.O. Wilson ES	EU	211,185.47	207,809.89	199,058.65	-

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Agency Fund	Agency Fund Title	Org Code Title	Program Code Prefix	FY 2021 Amt Received	FY 2021 YTD Expenditures	FY 2022 Amt Received	FY 2022 YTD Expenditures
0733	OSSE SUB GRANTS - TITLE 1	Janney ES	EV	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Jefferson Middle School Academy	ME	159,632.71	157,081.14	176,385.72	-
0733	OSSE SUB GRANTS - TITLE 1	Johnson, John Hayden MS	MF	152,397.23	150,223.82	168,223.74	-
0733	OSSE SUB GRANTS - TITLE 1	Kelly Miller MS	MG	243,292.91	239,404.12	204,045.00	-
0733	OSSE SUB GRANTS - TITLE 1	Ketcham ES	EW	147,422.84	145,066.44	152,353.60	-
0733	OSSE SUB GRANTS - TITLE 1	Key ES	EX	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Kimball ES	EY	177,269.18	177,267.71	180,466.00	-
0733	OSSE SUB GRANTS - TITLE 1	King, M.L. ES	EZ	137,474.06	135,276.68	122,424.80	-
0733	OSSE SUB GRANTS - TITLE 1	Kramer MS	MH	94,061.20	92,557.73	111,544.11	-
0733	OSSE SUB GRANTS - TITLE 1	Lafayette ES	LA	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Langdon EC	CG	167,320.41	167,318.96	162,330.84	-
0733	OSSE SUB GRANTS - TITLE 1	Langley ES	LB	273,121.84	186,996.25	250,390.45	-
0733	OSSE SUB GRANTS - TITLE 1	LaSalle-Backus EC	CH	165,511.53	162,866.00	114,263.54	-
0733	OSSE SUB GRANTS - TITLE 1	Leckie ES	LC	222,038.69	218,489.63	220,820.83	-
0733	OSSE SUB GRANTS - TITLE 1	Ludlow-Taylor ES	LD	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Luke Moore Alternative HS	AH	88,967.23	87,545.18	64,992.37	-
0733	OSSE SUB GRANTS - TITLE 1	MacFarland MS	MN	253,241.69	249,193.88	290,650.60	-

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Agency Fund	Agency Fund Title	Org Code Title	Program Code Prefix	FY 2021 Amt Received	FY 2021 YTD Expenditures	FY 2022 Amt Received	FY 2022 YTD Expenditures
0733	OSSE SUB GRANTS - TITLE 1	Malcolm X ES @ Green	LE	105,366.63	105,355.66	105,648.64	-
0733	OSSE SUB GRANTS - TITLE 1	Mann ES	LF	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Marie Reed ES	LG	208,472.17	205,139.96	207,217.72	-
0733	OSSE SUB GRANTS - TITLE 1	Maury ES	LH	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	McKinley MS	ML	78,481.80	77,227.35	95,580.28	-
0733	OSSE SUB GRANTS - TITLE 1	McKinley Technology HS	HN	207,484.28	204,167.86	221,740.14	-
0733	OSSE SUB GRANTS - TITLE 1	Miner ES	LI	168,224.83	165,535.93	189,533.42	-
0733	OSSE SUB GRANTS - TITLE 1	Moten ES	LJ	253,288.60	241,624.48	214,568.15	-
0733	OSSE SUB GRANTS - TITLE 1	Murch ES	LK	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Nalle ES	LL	156,919.41	156,886.21	147,819.91	-
0733	OSSE SUB GRANTS - TITLE 1	Noyes EC	CJ	103,105.55	103,030.64	101,567.79	-
0733	OSSE SUB GRANTS - TITLE 1	Orr ES	LM	193,096.78	190,010.33	196,790.53	-
0733	OSSE SUB GRANTS - TITLE 1	Oyster-Adams Bilingual	CK	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Patterson ES	LN	309,527.40	300,624.20	249,028.40	51,181.87
0733	OSSE SUB GRANTS - TITLE 1	Payne ES	LO	145,161.75	142,841.49	146,910.84	-
0733	OSSE SUB GRANTS - TITLE 1	Peabody ES	LP	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Phelps ACE HS	HI	116,219.85	114,362.19	138,750.89	-

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Agency Fund	Agency Fund Title	Org Code Title	Program Code Prefix	FY 2021 Amt Received	FY 2021 YTD Expenditures	FY 2022 Amt Received	FY 2022 YTD Expenditures
0733	OSSE SUB GRANTS - TITLE 1	Plummer ES	LQ	129,786.36	127,711.86	108,370.65	-
0733	OSSE SUB GRANTS - TITLE 1	Powell ES	LR	239,222.95	239,215.72	233,063.74	-
0733	OSSE SUB GRANTS - TITLE 1	Randle Highlands ES	LS	156,467.19	153,966.22	150,086.86	-
0733	OSSE SUB GRANTS - TITLE 1	Raymond EC	CL	164,271.63	164,261.15	150,697.28	-
0733	OSSE SUB GRANTS - TITLE 1	River Terrace SEC	AI	57,883.81	56,958.60	59,854.00	-
0733	OSSE SUB GRANTS - TITLE 1	Ron Brown College Prep HS	HP	324,010.69	287,919.95	312,117.43	63,141.50
0733	OSSE SUB GRANTS - TITLE 1	Roosevelt HS	HJ	478,050.78	420,185.79	471,867.28	53,673.21
0733	OSSE SUB GRANTS - TITLE 1	Roosevelt STAY	AE	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Ross ES	LT	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Savoy ES	LU	119,837.58	117,922.10	117,439.90	-
0733	OSSE SUB GRANTS - TITLE 1	School Without Walls @ Francis-Stevens	MM	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	School Without Walls HS	HO	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	School-Within-School @ Goding	LV	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Seaton ES	LW	177,721.39	174,880.70	165,049.50	-
0733	OSSE SUB GRANTS - TITLE 1	Shepherd ES	LX	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Simon ES	LY	114,410.97	112,582.23	107,007.86	-
0733	OSSE SUB GRANTS - TITLE 1	Smothers ES	NA	111,697.67	111,690.20	106,102.70	0

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Agency Fund	Agency Fund Title	Org Code Title	Program Code Prefix	FY 2021 Amt Received	FY 2021 YTD Expenditures	FY 2022 Amt Received	FY 2022 YTD Expenditures
0733	OSSE SUB GRANTS - TITLE 1	Sousa MS	MI	130,690.80	128,601.84	125,149.60	-
0733	OSSE SUB GRANTS - TITLE 1	Stanton ES	NB	317,955.68	273,230.46	283,490.60	40,557.60
0733	OSSE SUB GRANTS - TITLE 1	Stoddert ES	NC	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Stuart-Hobson MS	MJ	83,727.17	49,771.30	92,153.97	-
0733	OSSE SUB GRANTS - TITLE 1	Takoma EC	CN	240,579.60	236,734.18	191,803.36	-
0733	OSSE SUB GRANTS - TITLE 1	Thomas ES	ND	271,377.30	247,828.78	250,842.88	41,899.97
0733	OSSE SUB GRANTS - TITLE 1	Thomson ES	NE	144,709.53	142,396.50	136,028.47	-
0733	OSSE SUB GRANTS - TITLE 1	Truesdell EC	CO	255,502.77	251,418.82	221,729.75	-
0733	OSSE SUB GRANTS - TITLE 1	Tubman ES	NF	255,050.55	255,046.94	248,934.06	-
0733	OSSE SUB GRANTS - TITLE 1	Turner ES	NG	228,821.95	228,808.42	221,730.03	-
0733	OSSE SUB GRANTS - TITLE 1	Tyler ES	NH	238,770.74	234,954.23	248,027.79	-
0733	OSSE SUB GRANTS - TITLE 1	Van Ness ES	NJ	70,806.27	69,701.18	65,676.26	-
0733	OSSE SUB GRANTS - TITLE 1	Walker-Jones EC	CP	187,217.96	184,225.47	181,371.87	-
0733	OSSE SUB GRANTS - TITLE 1	Washington Metropolitan HS	HK	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Watkins ES	NI	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	West EC	CQ	154,658.31	152,186.26	165,958.30	-
0733	OSSE SUB GRANTS - TITLE 1	Wheatley EC	CR	160,084.92	157,526.13	145,550.91	-

Agency Fund	Agency Fund Title	Org Code Title	Program Code Prefix	FY 2021 Amt Received	FY 2021 YTD Expenditures	FY 2022 Amt Received	FY 2022 YTD Expenditures
0733	OSSE SUB GRANTS - TITLE 1	Whittier EC	CS	116,292.89	114,434.06	97,810.36	-
0733	OSSE SUB GRANTS - TITLE 1	Wilson HS	HL	-	-	-	-
0733	OSSE SUB GRANTS - TITLE 1	Woodson, H.D. HS	HM	408,457.72	385,908.86	438,999.94	39,787.83
0733	OSSE SUB GRANTS - TITLE 1	Youth Services Center	AG	297,612.29	269,912.20	-	11,400.55
0733	OSSE SUB GRANTS - TITLE 1	Stevens Early Learning Center	NM	21,567.72	21,234.59	-	-
Grand Total				18,236,162.78	17,316,253.06	17,594,410.63	710,342.91

(b) Describe to what extent these funding allocations have been impacted by the COVID-19 pandemic and the transition to distance learning.

Title I Funding in FY21 (\$26,421,620.08) showed a reduction of \$275,417.70 from FY20 (\$26,697,037.78). This decrease in allocation has also been seen from FY21 to FY22 (\$25,868,398.12), representing a reduction of \$553,221.96. This trend in decreased Title I funding is a result of our enrollment decline at DCPS. Title I funds are calculated based on overall poverty enrollment, which has seen a decrease.

Outside of the allocations for Title I decreasing, with all of the changes that have occurred at DCPS due to COVID and the need to adapt, OSSE has issued DCPS Fiscal Waivers. These waivers allow LEAs to request to carryover an unlimited amount of Title I-A funds awarded for the 2020-21 school year into the 2021-22 school year. Previously, we could only carry over up to 15% of the allocation. While this flexibility has been afforded to DCPS, we were able to successfully spend down Title I funds as we have in pre-pandemic years.

72. For each of the lowest performing schools, describe the services and supports provided by the Office of School Improvement and Supports to accelerate school achievement in SY20-21.

Goal 5 of DCPS' strategic plan states that "100 percent of schools are highly rated or are improving by School Year 2021-2022." In December 2018, OSSE implemented a new accountability system, STAR Framework, under ESSA, which resulted in a new list of low performing schools.

The Framework identified eight schools as in need of comprehensive support: Anacostia High School, Ballou High School, Cardozo Education Campus, Eliot-Hine Middle School, Kramer Middle School, Langley Elementary School, Moten Elementary School, and Sousa Middle School.

The following supports were provided to schools after the identification of the comprehensive support schools under ESEA:

- **Needs Assessment:** DCPS engaged in a multi-year data review analyzing key metrics related to our theory of school improvement — Shared Leadership, Engagement, Culture of Achievement, Academics, and Equity. School leaders, instructional superintendents, and central office staff engaged in a root cause analysis of this data to determine areas of support for SY19-20. Since the 2019-20 school year, these schools have received targeted support through the cluster support model in these areas, as well as engaged in an Middle Of Year (MOY) step back with DCPS leadership to review progress and address areas of need.
- **Stakeholder Engagement:** Community engagement meetings were held at each of the eight Comprehensive Support schools to ensure stakeholders understood the STAR Framework and had an opportunity to weigh in on the transformation strategies. 90-minute student focus group sessions were also held at each of the eight Comprehensive Support schools to provide students with an opportunity to identify where during the school day students are being loved, challenged, and prepared to positively influence society and thrive in life, provide feedback on what they understand to be the root causes to the school's current performance, and identify the reality and dreams of students at the school.
- **Comprehensive School Plan Visit:** DCPS held visits at the Comprehensive Support schools. These visits included classroom walkthroughs, teacher focus groups, data reviews and leadership reflections, which provided teachers, central office staff and school leadership with the opportunity to identify priorities in transformation strategies.
- **External Visit:** Comprehensive Support schools also received a needs assessment from Turnaround for Children (TFC) using the SEAT assessment. Over the course of the school year, the schools received targeted support from TFC or their designated SEL provider.

Each school was also supported through the Cluster Support Model. Through the model, central supports are organized and led by an instructional superintendent with support from 15 team members: Attendance, CSP/CI Supports, Data Supports, Early Childhood Education (ECE – elementary only), ELA, ESL, Family & Community Engagement, Math, Operations, Science, Social Studies, Special Education Inclusion, Special Education Accountability, Education Technology, and Social Emotional Learning (SEL).

The Continuous Improvement Specialist and a Data Specialist support the planning and implementation of the school improvement plan (known as the Comprehensive School Plan), which incorporates various initiatives from other offices, as well as partnerships with external organizations (e.g., City Year). The CSP document is intended to be a living document that is focused on priority work, aligned with the Strategic Plan. It is designed to bring alignment between school, cluster, and district priorities, while giving schools the flexibility to target specific strategies that are responsive to the needs of their school communities.

The planning process for SY 2020-21 included all schools conducting a multi-year comprehensive needs assessment to review and reflect on academic and non-academic data germane to the Pathway to Excellence domains prior to developing their CSP. In addition to on-going progress monitoring, the school, and instructional superintendent held a mid-year review meeting to identify the pivots needed to ensure goals were reached by the end of the year. To close out the year, the school plan was evaluated to identify which goals and strategies needed to be revised for SY2021-22.

The Deputy Chief, School Improvement also supported schools through collaboration with the budget office to host Budget Roundtables for each of the Comprehensive Support schools. These meetings included conversations around building capacity at the school level to continue implementation once the Comprehensive Support schools no longer receive Investment in School Funds. The Budget & Strategy Manager, School Improvement met with Principals to discuss their investments as they align to their School Improvement Plan. This included collaboration on the spend plan development for their Investment in School funds and their 1-STAR funds. The Deputy Chief, Instructional Superintendents, and Manager reviewed all 1-STAR petitions submitted by the schools to ensure expenditures were aligned to increasing STAR ratings. The Deputy Chief, Instructional Superintendent, and Manager met with Principals to discuss future plans for positions that are funded on finite funding sources. From these touchpoints, the following investments were maintained in Comprehensive Support schools:

- Investment in Connected Schools initiative: A city-wide initiative to transform schools into neighborhood hubs, which leverages city-wide agencies to increase community access to government and community services. Each school was provided with a Connected Schools Manager for SY20-21, to serve as a member of the school leadership team and strategically align resources with school needs. Over the course of the 2020-21 school year, Connected Schools Managers received coaching and support to ensure they were able to meet the everchanging needs of their communities.
- Targeted Interventions: Each school also received targeted interventions aligned with their area of need.
- Cohort Support: Comprehensive school leaders participated in shared learning experiences via a monthly webinar to discuss best practices in transformation and troubleshoot any obstacles. DCPS also realigned the school cluster model to ensure that content team staff would be dedicated to each cluster for academic support. Additionally, all secondary schools (MS and HS) in the Anacostia and Ballou feeder patterns were grouped together to tackle the unique challenges their students face. Additionally, elementary schools in the Anacostia and Ballou feeder patterns were grouped together to increase vertical alignment and collaboration across schools. To provide more targeted support to schools because of the pandemic, these touchpoints shifted to one-on-one virtual support for schools.
- Redesign: Ballou and Anacostia also engaged in a community-driven redesign process to reimagine the high school experience based on stakeholder feedback. Over the course of the 2020-21 school year, these schools continued to engage in targeted professional development and host multiple engagements with critical stakeholders.

(b) For each of the lowest performing schools, provide the funding these services and supports; a summary of the school improvement and turnaround methods; and the impact on student achievement.

The chart below highlights the investments in each of the Comprehensive Support schools during the 2020-21 school year.

Langley
Strategy / Partner
Connected School: Partner with the community in order to provide an integrated approach to academics, health and social services, youth and community development, and community engagement
Urban Teacher Residents: Support new educators to be highly effective so they can provide high-quality education for students
Intensive Literacy & Math Planning and PD: Tailored, real-time literacy coaching that targets specific opportunities for growth, summer writing training, and 10 visits this school year with coaching and training from consultant; instructional coach weekly professional development and coaching for eight teachers in close reading; LLI training three days with consultant for resource teachers and BES teachers. To support students conceptual understanding and problem solving, teachers received lesson planning support through LEAP and REALY WDMS, and practice clinics.
Assistant Principal of Math: Instructional leader to dedicate capacity and time on math instruction by working with seven teachers weekly in one-on-one coaching and in weekly professional development
Conscious Discipline: Continue partnership to support classroom management and provide a transformational, whole-school solution for social-emotional learning, discipline, and self-regulation through bi-weekly professional development sessions from culture team and regular coaching for targeted staff from certified Conscious Discipline instructor
Reading Specialist: Dedicated to supporting students who are struggling in reading.
Relay: Part of a specialized cluster integrating the nationally recognized Relay leadership model
Building SPED leadership capacity: Dedicated school leadership to build and strengthen the SPED content and programs by working with four teachers in monthly professional development sessions and ongoing coaching
School Site Pro: Website content management system license

Moten
Strategy / Partner
Connected School: Partner with the community in order to provide an integrated approach to academics, health and social services, youth and community development, and community engagement
Urban Teacher Residents: Support new educators to be highly effective so they can provide high-quality education for students
Intensive Content Planning and PD: Moten's leadership team has a laser-like instructional focus that will be accelerated with intensive planning institutes for the whole faculty as a learning community

Strategy / Partner
Reading and Math Intervention Specialists: Provide additional support for students who are struggling
Relay: Part of a specialized cluster integrating the nationally recognized Relay leadership model
Cardozo
Strategy / Partner
Connected School: Partner with the community to provide an integrated approach to academics, health and social services, youth and community development, and community engagement in order to ensure all students, regardless of background or neighborhood, are able to thrive in school and in life
Urban Teacher Residents: Support new educators to be highly effective so they can provide high-quality education for students
Assistant Principal of Literacy & Assistant Principal of Math for MS: Support all ELA and Math teachers from 6th to 12th grades through personalized coaching plans and preparing for LEAP Weekly Data Meetings by analyzing student data in advance and planning re-teaches.
CT3: Partner with CT3 to provide PD and teacher trainings that build school capacity through improved pedagogy, and transform classrooms by supporting the effective creation of classroom cultures that drive academic excellence for all students
Kindred: Conduct research in the form of a needs assessment, data collection, caregiver, and staff interviews to learn more about the experiences of feedback from students, staff and caregivers in the Cardozo Community. Facilitate a design thinking process that will support a representative group of students, caregivers and staff who will be responsible for researching, aligning on and planning for a series of interventions to create universal belonging at Cardozo.

Kramer
Strategy / Partner
Connected School: Partner with the community to provide an integrated approach to academics, health and social services, youth and community development, and community engagement
Urban Teacher Residents: Support new educators to be highly effective so they can provide high-quality education for students
Teacher Leadership Initiative (TLI) Science and TLI Social Studies: Build a Kramer leadership team that brings deep content knowledge
Restorative Justice Coordinator and Behavior Technicians: complementing support staff to make the most of the Connected Schools resources
Joyful Excellence Teachers PD: Professional Learning Communities & Understanding by Design; Principal - Implementation & Monitoring of PLC Structures and Scheduling & Data Driven Systems
ANET: Support with coaching for teachers around ANET testing with hopes of increasing student performance.

Eliot-Hine
Strategy / Partner
Connected School: Partner with the community to provide an integrated approach to academics, health and social services, youth and community development, and community engagement in order to ensure all students, regardless of background or neighborhood, are able to thrive in school and in life
Behavior Technician: Build relational trust, develop and implement a proactive school wide behavior plan, and targeted classroom environment coaching for highest need teachers.
International Baccalaureate (IB) AP, Coaching and PD: The AP continues to grow Eliot-Hine into a world-class IB school by supporting and furthering the training of four admin and eight teachers (one per content area); they have provided three training sessions for the whole staff, and led the development and kick-off of Interdisciplinary Unit #1 (grades 6 and 7) and the IB Community Project (grade 8). Funding also went to support the professional development of teachers.
Math AP: Lead instructional planning, content development, and student work analysis in math.
Behavior Technician: Supports structures in the school by providing in the moment teaching consequences and restorative plans for students whose behaviors are interfering with instruction.
Technology Coordinator: Leads instructional planning, content development, and general implementation of the technology program.
PBIS: Motivating Systems, LLC dba PBIS Rewards provided its PBIS Rewards Service to Eliot-Hine Middle School.

Sousa
Strategy / Partner
Connected School: Partner with the community in order to provide an integrated approach to academics, health and social services, youth and community development, and community engagement
STEAM APs: Continue to develop STEAM content and instruction; Contracts and professional development to support STEAM adoption
Behavior Technician: Increase academic and social-emotional support for students
New Tech Network: Continuation of STEAM implementation work

Anacostia
Strategy / Partner
Connected School: Partner with the community to provide an integrated approach to academics, health and social services, youth and community development, and community engagement
Urban Teacher Residents: Support new educators to be highly effective so they can provide high-quality education for students

Strategy / Partner
Reading/Math Interventions: Reading Plus, targeted writing focus using evidence-based writing strategies, and additional opportunities for complex text analysis during Extended Literacy Block, Math interventions with SAGA tutors in Algebra 1, the use of ALEK support in classrooms, targeted math interventions days implemented in lesson plans.
Redesign Director and Assistant Director: Design and implement a comprehensive and complete overhaul of the school, including academics, culture, extra-curriculars, structure, and operations. PS Investments include a Redesign Director, Teacher Experience Coach, Student Experience Coach, and Community Engagement Coach.
Redesign services: SAT Prep On-Demand six-month license for students, New Tech Network implementation to support project-based learning, and a summer intensive workshop in reading, writing, and portfolio development in a “teach the teacher” model.

Ballou
Strategy / Partner
Connected School: Partner with the community to provide an integrated approach to academics, health and social services, youth and community development, and community engagement
Urban Teacher Residents: Support new educators to be highly effective so they can provide high-quality education for students
Writing Across the Curriculum: School-led PD and coaching provides an instructional focus on literacy for all students in all core academic classes
Redesign: Design and implement a comprehensive and complete overhaul of the school, including academics, culture, extra-curriculars, structure, and operations. PS Investments include a Redesign Director, Teacher Experience Coach, Student Experience Coach, and Community Engagement Coach.

STAR Rating: As highlighted in the chart below, three of our schools previously designated for comprehensive support – Langley ES (Ward 5), Sousa Middle School (Ward 7), and Eliot- Hine Middle School (Ward 6) – improved their STAR Rating in SY19-20 (based on SY18-19 data). Seven of the eight schools improved their overall rating in November 2019:

School Name	SY17-18 STAR Score	SY17-18 STAR Rating	SY18-19 STAR Score	SY18-19 STAR Rating
Langley ES	14.26	1 STAR	32.07 ▲	2 STAR
Moten ES	13.63	1 STAR	19.87 ▲	1 STAR
Eliot-Hine MS	7.43	1 STAR	31.2 ▲	2 STAR
Kramer MS	5.72	1 STAR	1.61 ▼	1 STAR
Sousa MS	12.33	1 STAR	32.45 ▲	2 STAR
Cardozo EC	15.12	1 STAR	16.17 ▲	1 STAR
Anacostia	2.85	1 STAR	3.68 ▲	1 STAR
Ballou	4.65	1 STAR	4.83 ▲	1 STAR

Graduation: All high schools saw increases in their 4-year graduation rate in SY 2020-2021 – Anacostia (62% to 74%), Ballou (62% to 70%), Cardozo (64% to 67%).

73. Please provide, in table form, for each Ninth Grade Academy, by school, each for SY15-16, SY16-17, SY17-18, SY18-19, and SY19-20, SY20-21 and SY21-22: 1) truancy rate; attendance rate; chronic absenteeism rate; and promotion rate.

The Ninth Grade Academy program supports first time ninth grade students' successful transition to high school, provides clear expectations and consistent adult practices, and offers frequent academic feedback with a network of social, emotional, and academic personalized interventions. This program was established in School Year 2013-2014 in response to a 54% 9th grade promotion rate in comprehensive high schools in School Year 2012-2013, which was 17% below the promotion rate for all DCPS 9th graders. The program started in eight schools, serving 989 students. Eight years later, in School Year 2020-21, Ninth Grade Academies were in nine schools, serving 1,034 students in the following schools: Anacostia, Ballou, Cardozo, Coolidge, Dunbar, Eastern, Ron Brown, Roosevelt, and Woodson.

Ninth Grade Academy teachers responded to the demands of virtual education due to the Covid-19 pandemic by meeting regularly as teams and individually with their Academy AP, frequently analyzing data and planning strategically. New data became readily available that year, including course pass rates, course averages, and assignment submission rates. Academy teacher gradebooks are updated frequently and monitored closely, triggering engagement and/or academic interventions for students who are off track to promote. If students are off track to promotion, they create individualized Student Success Plans, in consultation with their teachers, identifying specific assignments to complete on a clear timeline. After semester 1, students who are off track to promote develop Personalized Promotion Plans. Academies offer after-school tutoring, Saturday School, and ongoing counseling to help students succeed in their plans. Students who are on track to promote are recognized and celebrated regularly.

The following data summarizes outcomes in DCPS Ninth Grade Academies (NGA) in School Year 2021-21: Ninth Grade Academies promoted 81% of Academy students with at least six credits, including English I. This is down 4 percent from 85% in School Year 2019-2020 and up 27 percent from pre-academy promotion rates.

The following tables provide the requested attendance information.

Promotion Rates for Eligible Students at Ninth Grade Academy (NGA) Schools										
School	SY15-16	SY16-17	SY17-18 (In. Alg)	SY17-18 (Ex. Alg) ***	SY18-19 (In. Alg)	SY18-19 (Ex. Alg) ***	SY19-20 (In. Alg)	SY19-20 (Ex. Alg) ***	SY20-21 (Ex. Alg) ***	Term 1 SY21-22 (Ex. Alg) ***
Anacostia	77%	78%	61%	70%	62%	65%	47%	56%	87%	71%
Ballou	79%	81%	68%	73%	59%	64%	78%	84%	68%	81%
Cardozo	86%	94%	93%	93%	73%	79%	81%	85%	87%	68%
Coolidge	85%	72%	68%	80%	76%	80%	84%	93%	86%	88%
Dunbar	80%	92%	86%	88%	80%	83%	91%	95%	96%	95%
Eastern	81%	90%	74%	75%	65%	70%	74%	77%	73%	66%
Ron Brown		90%	75%	80%	74%	78%	85%	96%	95%	95%
Roosevelt	92%	80%	84%	84%	74%	76%	78%	85%	74%	85%
Woodson	79%	87%	69%	69%	74%	74%	83%	89%	78%	79%
NGA Students Only	81%	85%	76%	79%	71%	74%	79%	85%	81%	81%
All NGA School**	74%	80%	73%	77%	71%	68%	76%	82%	70%	71%

School	SY15-16	SY16-17	SY17-18	SY17-18	SY18-19	SY18-19	SY19-20	SY19-20	SY20-21	Term 1 SY21-22
			(In. Alg)	(Ex. Alg)	(In. Alg)	(Ex. Alg)	(In. Alg)	(Ex. Alg)	(Ex. Alg)	(Ex. Alg)
All NGA Students - Male	69%	83%	68%	78%	66%	70%	75%	82%	79%	78%
All NGA Students - Female	80%	87%	72%	82%	77%	78%	83%	94%	83%	81%

*Data is for all first-time ninth grade students enrolled in Algebra I and English I at the Academy high schools (excludes certain ELL students). Students promote to tenth grade by passing English I and earning at least 6 credits.

**Academy schools' data includes all first year ninth graders in that school, both inside and out of academies.

***The business rules for defining academy students have been clarified and differ from those originally used in SY13-14. As of SY17-18, Algebra I is no longer a prerequisite to promote to the 10th grade, therefore data is changed from originally reported by providing data both including and excluding Algebra I.

Percent Truant for Ninth Grade Academy Students						
School	SY15-16	SY16-17	SY17-18	SY18-19	SY19-20	SY20-21
Anacostia	84%	79%	80%	86%	77%	N/A*
Ballou	73%	88%	83%	93%	80%	N/A*
Cardozo	86%	78%	84%	91%	78%	N/A*
Coolidge	28%	27%	44%	43%	30%	N/A*
Dunbar	60%	74%	88%	96%	66%	N/A*
Eastern	71%	62%	68%	87%	78%	N/A*

School	SY15-16	SY16-17	SY17-18	SY18-19	SY19-20	SY20-21
Ron Brown		87%	64%	81%	58%	N/A*
Roosevelt	67%	73%	85%	89%	65%	N/A*
Woodson	56%	84%	90%	88%	66%	N/A*
NGA Students Only	67%	74%	78%	86%	67%	N/A*

*Truant = 10+ unexcused absences

N/A*data was not collected due to the pandemic

<u>School-Wide Attendance Metrics for Students at Ninth Grade Academy Schools</u>						
Average In-Seat Attendance for Ninth Grade Academy Students						
School	SY15-16	SY16-17	SY17-18	SY18-19	SY19-20	SY20-21
Anacostia	69%	69%	71%	63%	64%	N/A*
Ballou	75%	76%	79%	62%	71%	N/A*
Cardozo	76%	73%	81%	66%	73%	N/A*
Coolidge	86%	90%	85%	85%	88%	N/A*
Dunbar	80%	78%	80%	71%	77%	N/A*
Eastern	81%	82%	70%	71%	69%	N/A*
Ron Brown		81%	86%	80%	82%	N/A*
Roosevelt	83%	82%	77%	72%	77%	N/A*
Woodson	81%	75%	69%	72%	81%	N/A*
NGA Students Only	79%	79%	79%	71%	76%	N/A*

N/A*data was not collected due to the pandemic



Ninth Grade Academy Chronic Absenteeism Rate							
School	# of Registered Students SY17- 18	% Chronically Absent Students SY17-18	# of Registered Students SY18- 19	% Chronically Absent Students SY18-19	# of Registered Students SY19- 20	% Chronically Absent Students SY19-20	% Chronically Absent Students SY20-21
Anacostia	46	87%	66	91%	73	89%	N/A*
Ballou	161	75%	102	91%	116	83%	N/A*
Cardozo	56	73%	56	88%	67	78%	N/A*
Coolidge	50	54%	51	51%	105	44%	N/A*
Dunbar	155	68%	118	93%	152	79%	N/A*
Eastern	134	64%	159	81%	176	84%	N/A*
Ron Brown	91	47%	89	69%	55	62%	N/A*
Roosevelt	92	72%	94	83%	134	74%	N/A*
Woodson	72	86%	98	84%	137	74%	N/A*
9th Grade Academies	857	69%	833	83%	1015	75%	N/A*

N/A*data was not collected due to the pandemic

74. (a) Provide in table format, attendance data by grade level, by school (or program that utilizes DCPS as an LEA); whether the students have an IEP, for SY20-21 and SY21-22 (through December 22). Include any non-public school attended by students with a disability. For each, identify the number and percent of students with 1-5, 6-10,11-20, or more than 21 unexcused absences.

As requested, this data reflects all unexcused absences for all DCPS students, including non-compulsory-aged students, and is based on end of year enrollment. This is not equivalent to reported truancy data.

YTD SY21-22 – By Grade – All Students									
Grade	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
1	3881	2016	52%	400	10%	145	4%	59	2%
2	3835	2038	53%	369	10%	123	3%	52	1%
3	3763	2023	54%	325	9%	138	4%	43	1%
4	3865	2086	54%	396	10%	148	4%	40	1%
5	3536	1895	54%	371	10%	129	4%	31	1%
6	2793	1346	48%	410	15%	279	10%	88	3%
7	2763	1305	47%	399	14%	257	9%	120	4%
8	2946	1423	48%	503	17%	248	8%	160	5%
9	4394	1448	33%	661	15%	704	16%	1106	25%
10	3000	1003	33%	512	17%	432	14%	742	25%
11	2608	969	37%	380	15%	378	14%	572	22%
12	2099	720	34%	403	19%	320	15%	412	20%
CE	271	110	41%	48	18%	41	15%	36	13%
EV	317	22	7%	21	7%	20	6%	31	10%
K	4075	2125	52%	462	11%	189	5%	74	2%
P3	2281	1180	52%	389	17%	198	9%	73	3%
P4	3218	1644	51%	490	15%	270	8%	106	3%

YTD SY21-22 – By School – All Students									
School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Aiton ES	194	104	54%	34	18%	21	11%	N<10	N<10
Amidon-Bowen ES	335	219	65%	46	14%	10	N<10	N<10	N<10
Anacostia HS	480	38	N<10	71	15%	142	30%	220	46%
Ballou HS	960	59	N<10	117	12%	276	29%	504	53%
Ballou STAY HS	433	33	N<10	31	N<10	43	10%	287	66%

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6-- 10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Bancroft ES	688	325	47%	31	N<10	N<10	N<10	N<10	N<10
Bard High School Early College DC (Bard DC)	518	233	45%	129	25%	88	17%	45	N<10
Barnard ES	602	348	58%	36	N<10	13	N<10	N<10	N<10
Beers ES	378	232	61%	45	12%	13	N<10	N<10	N<10
Benjamin Banneker HS	680	368	54%	33	N<10	N<10	N<10	N<10	N<10
Boone ES	436	292	67%	71	16%	15	N<10	10	N<10
Brent ES	431	234	54%	18	N<10	N<10	N<10	N<10	N<10
Brightwood EC	613	349	57%	94	15%	26	N<10	N<10	N<10
Brookland MS	345	202	59%	17	5%	13	N<10	N<10	N<10
Browne EC	439	285	65%	65	15%	20	N<10	N<10	N<10
Bruce-Monroe ES @ Park View	444	233	52%	32	5%	N<10	N<10	N<10	N<10
Bunker Hill ES	194	103	53%	34	18%	18	N<10	N<10	N<10
Burroughs ES	244	126	52%	40	16%	21	N<10	N<10	N<10
Burrville ES	262	158	60%	57	22%	13	N<10	N<10	N<10
C.W. Harris ES	254	148	58%	48	19%	13	N<10	11	N<10
Capitol Hill Montessori School @ Logan	383	216	56%	29	N<10	N<10	N<10	N<10	N<10
Cardozo EC	880	298	34%	150	17%	148	17%	218	25%
Cleveland ES	277	145	52%	30	11%	N<10	N<10	N<10	N<10
Columbia Heights EC (CHEC)	1913	708	37%	376	20%	318	17%	344	18%
Coolidge HS	1054	300	28%	205	19%	190	18%	291	28%
Deal MS	1402	542	39%	52	N<10	19	N<10	17	N<10

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6-- 10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Dorothy I. Height ES	414	253	61%	50	12%	15	N<10	N<10	N<10
Drew ES	191	89	47%	63	33%	16	N<10	12	N<10
Duke Ellington School of the Arts	733	336	46%	165	23%	88	12%	76	10%
Dunbar HS	1032	188	18%	230	22%	283	27%	307	30%
Eastern HS	1098	348	32%	184	17%	210	19%	282	26%
Eaton ES	421	151	36%	N<10	N<10	N<10	N<10	N<10	N<10
Eliot-Hine MS	328	159	48%	58	18%	39	12%	19	N<10
Excel Academy	423	297	70%	52	12%	25	N<10	16	N<10
Garfield ES	256	161	63%	61	24%	10	N<10	N<10	N<10
Garrison ES	339	194	57%	21	N<10	N<10	N<10	N<10	N<10
H.D. Cooke ES	379	247	65%	20	N<10	N<10	N<10	N<10	N<10
Hardy MS	539	276	51%	40	N<10	N<10	N<10	N<10	N<10
Hart MS	427	286	67%	73	17%	26	N<10	11	N<10
Hearst ES	333	154	46%	N<10	N<10	N<10	N<10	N<10	N<10
Hendley ES	303	133	44%	70	23%	54	18%	20	N<10
Houston ES	266	153	58%	43	16%	23	N<10	10	N<10
Hyde-Addison ES	373	200	54%	29	N<10	N<10	N<10	N<10	N<10
Ida B. Wells Middle School	552	279	51%	84	15%	54	10%	21	N<10
J.O. Wilson ES	425	307	72%	15	N<10	N<10	N<10	N<10	N<10
Janney ES	673	276	41%	N<10	N<10	N<10	N<10	N<10	N<10
Jefferson Middle School Academy	375	170	45%	69	18%	61	16%	30	N<10
Johnson John Hayden MS	334	151	45%	114	34%	39	12%	N<10	N<10
Kelly Miller MS	411	127	31%	119	29%	99	24%	56	14%

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6-- 10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Ketcham ES	293	152	52%	75	26%	30	10%	N<10	N<10
Key ES	323	151	47%	N<10	N<10	N<10	N<10	N<10	N<10
Kimball ES	394	203	52%	97	25%	43	11%	12	N<10
King M.L. ES	232	103	44%	83	36%	33	14%	10	N<10
Kramer MS	267	60	22%	72	27%	93	35%	39	15%
Lafayette ES	861	330	38%	N<10	N<10	N<10	N<10	N<10	N<10
Langdon ES	339	174	51%	41	12%	31	N<10	N<10	N<10
Langley ES	317	165	52%	72	23%	39	12%	19	N<10
LaSalle-Backus EC	261	149	57%	45	17%	23	N<10	N<10	N<10
Leckie EC	433	199	46%	123	28%	67	15%	15	N<10
Ludlow-Taylor ES	439	307	70%	38	N<10	12	N<10	N<10	N<10
Luke C. Moore HS	241	10	N<10	10	N<10	14	N<10	196	81%
MacFarland MS	634	360	57%	119	19%	63	10%	15	N<10
Malcolm X ES @ Green	214	146	68%	25	12%	11	N<10	15	N<10
Mann ES	366	101	28%	N<10	N<10	N<10	N<10	N<10	N<10
Marie Reed ES	440	237	54%	35	N<10	17	N<10	N<10	N<10
Maury ES	523	259	50%	18	N<10	N<10	N<10	N<10	N<10
McKinley MS	276	182	66%	53	19%	17	N<10	N<10	N<10
McKinley Technology HS	898	549	61%	138	15%	51	N<10	13	N<10
Military Road Early Learning Center	50	30	60%	N<10	16%	N<10	N<10	N<10	N<10
Miner ES	373	222	60%	54	14%	35	N<10	N<10	N<10
Moten ES	214	99	46%	56	26%	34	16%	N<10	N<10
Murch ES	617	219	35%	N<10	N<10	N<10	N<10	N<10	N<10

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6-- 10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Nalle ES	298	168	56%	58	19%	35	12%	12	N<10
Noyes ES	256	144	56%	29	11%	18	N<10	N<10	N<10
Oyster-Adams Bilingual School	738	258	35%	10	N<10	N<10	N<10	N<10	N<10
Patterson ES	292	139	48%	95	33%	30	10%	17	N<10
Payne ES	293	195	67%	34	12%	N<10	N<10	N<10	N<10
Peabody ES (Capitol Hill Cluster)	211	139	66%	23	11%	N<10	N<10	N<10	N<10
Phelps ACE HS	434	295	68%	21	N<10	11	N<10	N<10	N<10
Plummer ES	243	116	48%	70	29%	25	10%	20	N<10
Powell ES	495	281	57%	26	N<10	N<10	N<10	N<10	N<10
Randle Highlands ES	281	173	62%	30	11%	N<10	N<10	N<10	N<10
Raymond EC	382	262	69%	37	10%	19	N<10	N<10	N<10
River Terrace EC	127	63	50%	13	10%	17	13%	12	N<10
Ron Brown College Preparatory High School	268	85	32%	55	21%	53	20%	63	24%
Roosevelt HS	1129	286	25%	173	15%	257	23%	359	32%
Roosevelt STAY HS	785	54	N<10	33	N<10	59	N<10	429	55%
Ross ES	162	88	54%	N<10	N<10	N<10	N<10	N<10	N<10
Savoy ES	258	103	40%	63	24%	51	20%	28	11%
School Without Walls @ Francis-Stevens	523	272	52%	28	N<10	10	N<10	N<10	N<10
School Without Walls HS	752	213	28%	N<10	N<10	N<10	N<10	N<10	N<10

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6-- 10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
School-Within-School @ Goding	321	139	43%	N<10	N<10	N<10	N<10	N<10	N<10
Seaton ES	347	203	59%	36	10%	17	N<10	N<10	N<10
Shepherd ES	367	172	47%	N<10	N<10	N<10	N<10	N<10	N<10
Simon ES	230	118	51%	56	24%	19	N<10	10	N<10
Smothers ES	199	111	56%	30	15%	30	15%	10	N<10
Sousa MS	236	71	30%	71	30%	59	25%	24	10%
Stanton ES	355	120	34%	101	28%	95	27%	31	N<10
Stevens Early Learning Center	68	37	54%	N<10	N<10	N<10	N<10	N<10	N<10
Stoddert ES	439	184	42%	10	N<10	N<10	N<10	N<10	N<10
Stuart-Hobson MS (Capitol Hill Cluster)	507	288	57%	52	10%	14	N<10	N<10	N<10
Takoma EC	396	210	53%	61	15%	21	N<10	10	N<10
Thomas ES	290	198	68%	46	16%	11	N<10	N<10	N<10
Thomson ES	279	145	52%	N<10	N<10	N<10	N<10	N<10	N<10
Truesdell EC	451	227	50%	30	N<10	20	N<10	N<10	N<10
Tubman ES	535	306	57%	58	11%	29	N<10	N<10	N<10
Turner ES	485	240	49%	136	28%	51	11%	11	N<10
Tyler ES	498	241	48%	39	N<10	23	N<10	N<10	N<10
Van Ness ES	367	184	50%	38	10%	15	N<10	N<10	N<10
Walker-Jones EC	390	193	49%	108	28%	36	N<10	N<10	N<10
Watkins ES (Capitol Hill Cluster)	420	230	55%	N<10	N<10	N<10	N<10	N<10	N<10
West EC	375	229	61%	51	14%	28	N<10	10	N<10
Wheatley EC	340	190	56%	74	22%	26	N<10	10	N<10

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Whittier EC	347	213	61%	32	N<10	N<10	N<10	N<10	N<10
Woodrow Wilson HS	2720	1449	53%	531	20%	295	11%	223	N<10
Woodson H.D. HS	697	137	20%	161	23%	162	23%	223	32%

EOY SY20-21 – By Grade – All Students									
Grade	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
1	3995	1429	36%	558	14%	507	13%	975	24%
2	3922	1444	37%	570	15%	458	12%	866	22%
3	3965	1507	38%	576	15%	500	13%	764	19%
4	3851	1417	37%	566	15%	519	13%	653	17%
5	3647	1346	37%	658	18%	560	15%	706	19%
6	2834	1034	36%	508	18%	366	13%	417	15%
7	2942	1042	35%	529	18%	394	13%	551	19%
8	2950	923	31%	618	21%	540	18%	613	21%
9	3496	782	22%	465	13%	473	14%	1405	40%
10	3066	809	26%	395	13%	413	13%	1050	34%
11	2347	622	27%	290	12%	354	15%	775	33%
12	2405	554	23%	340	14%	421	18%	914	38%
CE	269	58	22%	29	11%	42	16%	113	42%
EV	365	1	0%	11	3%	18	5%	335	92%
K	3973	1228	31%	628	16%	572	14%	1155	29%
P3	2207	319	14%	253	11%	349	16%	1207	55%
P4	3267	571	17%	421	13%	515	16%	1630	50%

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

EOY SY20-21 – By School – All Students									
School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11-- 20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Aiton ES	211	25	12%	32	15%	52	25%	102	48%
Amidon-Bowen ES	303	108	36%	66	22%	38	13%	68	22%
Anacostia HS	403	31	N<10	23	N<10	93	23%	249	62%
Ballou HS	918	75	N<10	87	N<10	184	20%	551	60%
Ballou STAY HS	464	N<10	N<10	11	N<10	10	2%	441	95%
Bancroft ES	612	310	51%	104	17%	61	10%	37	N<10
Bard High School Early College DC (Bard DC)	371	201	54%	61	16%	39	11%	24	N<10
Barnard ES	610	240	39%	65	11%	60	10%	105	17%
Beers ES	455	105	23%	67	15%	70	15%	170	37%
Benjamin Banneker HS	700	348	50%	71	10%	18	N<10	N<10	N<10
Boone ES	440	71	16%	55	13%	74	17%	231	53%
Brent ES	406	235	58%	58	14%	18	N<10	N<10	N<10
Brightwood EC	644	262	41%	81	13%	68	11%	80	12%
Brookland MS	351	200	57%	100	28%	12	N<10	27	N<10
Browne EC	411	144	35%	104	25%	43	10%	104	25%
Bruce-Monroe ES @ Park View	454	153	34%	90	20%	96	21%	61	13%
Bunker Hill ES	218	90	41%	27	12%	22	10%	42	19%
Burroughs ES	258	85	33%	52	20%	35	14%	69	27%
Burrville ES	290	17	6%	33	11%	43	15%	195	67%
C.W. Harris ES	243	64	26%	51	21%	37	15%	89	37%
Capitol Hill Montessori School @ Logan	352	86	24%	86	24%	61	17%	72	20%
Cardozo EC	733	127	17%	113	15%	146	20%	333	45%
Cleveland ES	299	90	30%	43	14%	64	21%	81	27%

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11-- 20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Columbia Heights EC (CHEC)	1770	431	24%	308	17%	341	19%	586	33%
Coolidge HS	769	107	14%	86	11%	131	17%	431	56%
Deal MS	1459	709	49%	192	13%	69	N<10	36	2%
Dorothy I. Height ES	422	150	36%	91	22%	56	13%	73	17%
Drew ES	225	30	13%	20	N<10	28	12%	142	63%
Duke Ellington School of the Arts	741	202	27%	174	23%	150	20%	159	21%
Dunbar HS	883	56	N<10	84	10%	171	19%	571	65%
Eastern HS	931	124	13%	117	13%	163	18%	495	53%
Eaton ES	416	227	55%	56	13%	23	N<10	19	N<10
Eliot-Hine MS	270	69	26%	44	16%	70	26%	65	24%
Excel Academy	447	158	35%	96	21%	37	N<10	110	25%
Garfield ES	277	26	N<10	72	26%	72	26%	105	38%
Garrison ES	311	66	21%	52	17%	65	21%	114	37%
H.D. Cooke ES	380	120	32%	60	16%	79	21%	84	22%
Hardy MS	493	209	42%	128	26%	76	15%	24	N<10
Hart MS	485	100	21%	170	35%	140	29%	68	14%
Hearst ES	327	158	48%	23	N<10	12	N<10	12	N<10
Hendley ES	334	15	N<10	38	11%	73	22%	206	62%
Houston ES	268	48	18%	41	15%	42	16%	128	48%
Hyde-Addison ES	365	153	42%	50	14%	38	10%	52	14%
Ida B. Wells Middle School	374	165	44%	53	14%	33	N<10	52	14%
Inspiring Youth Program	59	N<10	N<10	39	66%	N<10	N<10	12	20%
J.O. Wilson ES	439	112	26%	79	18%	83	19%	138	31%
Janney ES	667	290	43%	40	N<10	28	N<10	10	N<10

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11-- 20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Jefferson Middle School Academy	378	99	26%	99	26%	82	22%	78	21%
Johnson John Hayden MS	363	60	17%	62	17%	104	29%	124	34%
Kelly Miller MS	510	56	11%	69	14%	120	24%	257	50%
Ketcham ES	337	45	13%	40	12%	62	18%	183	54%
Key ES	343	234	68%	44	13%	14	N<10	12	N<10
Kimball ES	378	33	N<10	43	11%	77	20%	224	59%
King M.L. ES	283	62	22%	52	18%	54	19%	113	40%
Kramer MS	248	N<10	N<10	24	10%	59	24%	154	62%
Lafayette ES	864	507	59%	133	15%	68	N<10	42	N<10
Langdon ES	365	89	24%	50	14%	77	21%	124	34%
Langley ES	308	66	21%	37	12%	62	20%	130	42%
LaSalle-Backus EC	287	90	31%	41	14%	44	15%	80	28%
Leckie EC	443	83	19%	50	11%	90	20%	196	44%
Ludlow-Taylor ES	444	117	26%	77	17%	91	20%	138	31%
Luke C. Moore HS	299	N<10	N<10	N<10	N<10	12	N<10	285	95%
MacFarland MS	662	173	26%	115	17%	111	17%	184	28%
Malcolm X ES @ Green	215	N<10	N<10	24	11%	35	16%	150	70%
Mann ES	363	181	50%	41	11%	35	10%	14	N<10
Marie Reed ES	457	189	41%	95	21%	58	13%	76	17%
Maury ES	454	239	53%	38	N<10	30	N<10	38	N<10
McKinley MS	280	128	46%	64	23%	29	10%	51	18%
McKinley Technology HS	877	420	48%	196	22%	100	11%	35	N<10
Miner ES	399	94	24%	51	13%	80	20%	152	38%
Moten ES	246	28	11%	51	21%	37	15%	126	51%
Murch ES	591	401	68%	36	N<10	23	N<10	39	N<10
Nalle ES	317	29	N<10	53	17%	72	23%	163	51%

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11-- 20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Noyes ES	230	48	21%	48	21%	37	16%	90	39%
Oyster-Adams Bilingual School	727	275	38%	28	N<10	11	N<10	N<10	N<10
Patterson ES	319	25	8%	61	19%	37	12%	192	60%
Payne ES	318	117	37%	64	20%	26	N<10	73	23%
Peabody ES (Capitol Hill Cluster)	207	33	16%	31	15%	36	17%	102	49%
Phelps ACE HS	373	179	48%	68	18%	54	14%	18	N<10
Plummer ES	255	35	14%	27	11%	26	10%	165	65%
Powell ES	525	181	34%	102	19%	102	19%	68	13%
Randle Highlands ES	317	34	11%	46	15%	80	25%	155	49%
Raymond EC	448	123	27%	64	14%	95	21%	146	33%
River Terrace EC	117	29	25%	12	10%	10	N<10	40	34%
Ron Brown College Preparatory High School	272	35	13%	48	18%	68	25%	112	41%
Roosevelt HS	954	155	16%	130	14%	186	19%	443	46%
Roosevelt STAY HS	706	22	N<10	27	N<10	37	N<10	614	87%
Ross ES	166	81	49%	12	N<10	N<10	N<10	N<10	N<10
Savoy ES	271	N<10	N<10	10	N<10	42	15%	216	80%
School Without Walls @ Francis- Stevens	584	229	39%	124	21%	99	17%	99	17%
School Without Walls HS	744	259	35%	16	N<10	N<10	N<10	N<10	N<10
School-Within- School @ Goding	310	159	51%	49	16%	24	N<10	24	N<10
Seaton ES	361	134	37%	48	13%	34	N<10	59	16%
Shepherd ES	371	154	42%	59	16%	47	13%	46	12%

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11-- 20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Simon ES	242	31	13%	32	13%	45	19%	129	53%
Smothers ES	218	27	12%	30	14%	41	19%	115	53%
Sousa MS	281	102	36%	75	27%	38	14%	42	15%
Stanton ES	382	39	10%	51	13%	69	18%	221	58%
Stevens Early Learning Center	76	10	13%	13	17%	15	20%	36	47%
Stoddert ES	402	204	51%	36	N<10	28	N<10	10	N<10
Stuart-Hobson MS (Capitol Hill Cluster)	514	193	38%	112	22%	69	13%	56	11%
Takoma EC	470	113	24%	74	16%	88	19%	166	35%
Thomas ES	304	45	15%	33	11%	61	20%	157	52%
Thomson ES	295	171	58%	28	9%	13	N<10	24	N<10
Truesdell EC	476	163	34%	72	15%	57	12%	90	19%
Tubman ES	553	153	28%	90	16%	103	19%	124	22%
Turner ES	506	47	9%	56	11%	95	19%	304	60%
Tyler ES	522	199	38%	64	12%	64	12%	148	28%
Van Ness ES	350	97	28%	66	19%	69	20%	97	28%
Walker-Jones EC	392	104	27%	78	20%	65	17%	114	29%
Watkins ES (Capitol Hill Cluster)	427	271	63%	85	20%	N<10	N<10	N<10	N<10
West EC	308	120	39%	59	19%	31	10%	55	18%
Wheatley EC	307	69	22%	54	18%	43	14%	130	42%
Whittier EC	335	108	32%	65	19%	46	14%	94	28%
Woodrow Wilson HS	2483	980	39%	407	16%	319	13%	361	15%
Woodson H.D. HS	555	44	8%	39	N<10	86	15%	383	69%
Youth Services Center	59	36	61%	N<10	14%	N<10	N<10	N<10	12%

YTD SY21-22 – By Grade – SPED Students									
Grade	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
1	573	335	58%	81	14%	21	4%	18	3%
2	537	317	59%	68	13%	16	3%	9	2%
3	549	311	57%	63	11%	32	6%	7	1%
4	606	343	57%	86	14%	36	6%	9	1%
5	564	330	59%	76	13%	26	5%	8	1%
6	479	220	46%	85	18%	71	15%	25	5%
7	490	241	49%	76	16%	68	14%	38	8%
8	578	263	46%	112	19%	72	12%	53	9%
9	694	142	20%	113	16%	143	21%	270	39%
10	479	104	22%	79	16%	100	21%	170	35%
11	334	74	22%	46	14%	51	15%	149	45%
12	275	73	27%	45	16%	49	18%	96	35%
CE	269	109	41%	48	18%	41	15%	35	13%
EV	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
K	581	300	52%	91	16%	41	7%	11	2%
P3	228	122	54%	34	15%	22	10%	7	3%
P4	509	246	48%	88	17%	62	12%	22	4%

YTD SY21-22 – By School – SPED Students									
School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Aiton ES	48	27	56%	N<10	17%	N<10	15%	N<10	N<10
Amidon-Bowen ES	56	43	77%	N<10	14%	N<10	N<10	N<10	N<10
Anacostia HS	154	15	10%	13	N<10	51	33%	67	44%
Ballou HS	211	12	N<10	30	14%	60	28%	108	51%
Ballou STAY HS	88	N<10	N<10	N<10	N<10	N<10	N<10	74	84%

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Bancroft ES	88	40	45%	N<10	10%	N<10	N<10	N<10	N<10
Bard High School Early College DC (Bard DC)	40	16	40%	14	35%	N<10	20%	N<10	N<10
Barnard ES	89	56	63%	11	12%	N<10	N<10	N<10	N<10
Beers ES	84	50	60%	N<10	11%	N<10	N<10	N<10	N<10
Benjamin Banneker HS	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Boone ES	60	40	67%	N<10	13%	N<10	N<10	N<10	N<10
Brent ES	44	27	61%	N<10	N<10	N<10	N<10	N<10	N<10
Brightwood EC	116	60	52%	28	24%	N<10	N<10	N<10	N<10
Brookland MS	61	37	61%	N<10	N<10	N<10	N<10	N<10	N<10
Browne EC	74	52	70%	N<10	12%	N<10	N<10	N<10	N<10
Bruce-Monroe ES @ Park View	61	35	57%	N<10	13%	N<10	N<10	N<10	N<10
Bunker Hill ES	47	21	45%	N<10	17%	N<10	13%	N<10	N<10
Burroughs ES	40	17	43%	11	28%	N<10	15%	N<10	N<10
Burrville ES	23	15	65%	N<10	30%	N<10	N<10	N<10	N<10
C.W. Harris ES	47	30	64%	N<10	15%	N<10	N<10	N<10	N<10
Capitol Hill Montessori School @ Logan	35	18	51%	N<10	N<10	N<10	N<10	N<10	N<10
Cardozo EC	218	56	26%	37	17%	40	18%	74	34%
Cleveland ES	29	18	62%	N<10	N<10	N<10	N<10	N<10	N<10
Columbia Heights EC (CHEC)	279	88	32%	56	20%	59	21%	62	22%
Coolidge HS	177	27	15%	41	23%	40	23%	63	36%
Deal MS	170	75	44%	15	N<10	N<10	N<10	N<10	N<10
Dorothy I. Height ES	68	49	72%	N<10	10%	N<10	N<10	N<10	N<10
Drew ES	23	13	57%	N<10	22%	N<10	17%	N<10	N<10

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Duke Ellington School of the Arts	56	25	45%	10	18%	N<10	N<10	N<10	13%
Dunbar HS	217	26	12%	47	22%	59	27%	81	37%
Eastern HS	329	94	29%	55	17%	70	21%	94	29%
Eaton ES	44	16	36%	N<10	N<10	N<10	N<10	N<10	N<10
Eliot-Hine MS	77	40	52%	14	18%	N<10	10%	N<10	N<10
Excel Academy	40	28	70%	N<10	13%	N<10	N<10	N<10	N<10
Garfield ES	50	31	62%	12	24%	N<10	N<10	N<10	N<10
Garrison ES	71	36	51%	N<10	10%	N<10	N<10	N<10	N<10
H.D. Cooke ES	76	54	71%	N<10	N<10	N<10	N<10	N<10	N<10
Hardy MS	62	35	56%	N<10	15%	N<10	N<10	N<10	N<10
Hart MS	82	52	63%	17	21%	N<10	N<10	N<10	N<10
Hearst ES	39	23	59%	N<10	N<10	N<10	N<10	N<10	N<10
Hendley ES	39	20	51%	10	26%	N<10	N<10	N<10	N<10
Houston ES	67	45	67%	N<10	12%	N<10	N<10	N<10	N<10
Hyde-Addison ES	35	14	40%	N<10	20%	N<10	N<10	N<10	N<10
Ida B. Wells Middle School	116	60	52%	16	14%	13	11%	N<10	N<10
J.O. Wilson ES	83	61	73%	N<10	N<10	N<10	N<10	N<10	N<10
Janney ES	48	21	44%	N<10	N<10	N<10	N<10	N<10	N<10
Jefferson Middle School Academy	94	27	29%	15	16%	26	28%	14	15%
Johnson John Hayden MS	80	39	49%	30	38%	N<10	N<10	N<10	N<10
Kelly Miller MS	69	17	25%	14	20%	21	30%	15	22%
Ketcham ES	34	19	56%	N<10	24%	N<10	12%	N<10	N<10
Key ES	19	12	63%	N<10	16%	N<10	N<10	N<10	N<10
Kimball ES	50	22	44%	11	22%	11	22%	N<10	N<10
King M.L. ES	44	21	48%	15	34%	N<10	11%	N<10	N<10
Kramer MS	74	10	14%	25	34%	30	41%	N<10	11%

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Lafayette ES	96	44	46%	N<10	N<10	N<10	N<10	N<10	N<10
Langdon ES	38	16	42%	N<10	N<10	N<10	11%	N<10	N<10
Langley ES	67	32	48%	17	25%	N<10	12%	N<10	N<10
LaSalle-Backus EC	29	21	72%	N<10	17%	N<10	N<10	N<10	N<10
Leckie EC	46	19	41%	18	39%	N<10	11%	N<10	N<10
Ludlow-Taylor ES	55	38	69%	N<10	15%	N<10	N<10	N<10	N<10
Luke C. Moore HS	77	N<10	N<10	N<10	N<10	N<10	N<10	66	86%
MacFarland MS	88	45	51%	14	16%	18	20%	N<10	N<10
Malcolm X ES @ Green	33	29	88%	N<10	N<10	N<10	N<10	N<10	N<10
Mann ES	22	N<10	27%	N<10	N<10	N<10	N<10	N<10	N<10
Marie Reed ES	62	33	53%	N<10	13%	N<10	N<10	N<10	N<10
Maur ES	49	25	51%	N<10	N<10	N<10	N<10	N<10	N<10
McKinley MS	81	49	60%	17	21%	N<10	11%	N<10	N<10
McKinley Technology HS	23	12	52%	N<10	17%	N<10	N<10	N<10	N<10
Military Road Early Learning Center	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Miner ES	76	45	59%	13	17%	10	13%	N<10	N<10
Moten ES	40	15	38%	12	30%	10	25%	N<10	N<10
Murch ES	54	23	43%	N<10	N<10	N<10	N<10	N<10	N<10
Nalle ES	50	24	48%	16	32%	N<10	N<10	N<10	N<10
Noyes ES	55	30	55%	N<10	N<10	N<10	N<10	N<10	N<10
Oyster-Adams Bilingual School	67	29	43%	N<10	N<10	N<10	N<10	N<10	N<10
Patterson ES	61	29	48%	17	28%	11	18%	N<10	N<10
Payne ES	49	35	71%	7	14%	N<10	N<10	N<10	N<10
Peabody ES (Capitol Hill Cluster)	12	11	92%	N<10	N<10	N<10	N<10	N<10	N<10

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Phelps ACE HS	64	41	64%	N<10	N<10	N<10	N<10	N<10	N<10
Plummer ES	52	24	46%	19	37%	N<10	N<10	N<10	N<10
Powell ES	54	30	56%	N<10	11%	N<10	N<10	N<10	N<10
Randle Highlands ES	41	23	56%	N<10	12%	N<10	N<10	N<10	N<10
Raymond EC	81	58	72%	N<10	N<10	N<10	N<10	N<10	N<10
River Terrace EC	127	63	50%	13	10%	17	13%	12	N<10
Ron Brown College Preparatory High School	76	33	43%	N<10	12%	N<10	11%	22	29%
Roosevelt HS	200	36	18%	29	15%	37	19%	85	43%
Roosevelt STAY HS	103	N<10	N<10	N<10	N<10	N<10	N<10	92	89%
Ross ES	11	N<10	64%	N<10	N<10	N<10	N<10	N<10	N<10
Savoy ES	68	20	29%	20	29%	13	19%	N<10	12%
School Without Walls @ Francis-Stevens	71	42	59%	N<10	N<10	N<10	N<10	N<10	N<10
School Without Walls HS	n<10	n<10	n<10	n<10	n<10	N<10	N<10	N<10	N<10
School-Within-School @ Goding	65	36	55%	N<10	N<10	N<10	N<10	N<10	N<10
Seaton ES	67	37	55%	N<10	13%	N<10	N<10	N<10	N<10
Shepherd ES	19	10	53%	N<10	N<10	N<10	N<10	N<10	N<10
Simon ES	44	19	43%	12	27%	N<10	11%	N<10	N<10
Smothers ES	54	33	61%	10	19%	N<10	N<10	N<10	N<10
Sousa MS	55	17	31%	15	27%	14	25%	N<10	N<10
Stanton ES	65	20	31%	16	25%	22	34%	N<10	N<10
Stevens Early Learning Center	18	N<10	33%	N<10	N<10	N<10	N<10	N<10	N<10
Stoddert ES	28	15	54%	N<10	N<10	N<10	N<10	N<10	N<10

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Stuart-Hobson MS (Capitol Hill Cluster)	89	52	58%	10	11%	N<10	N<10	N<10	N<10
Takoma EC	66	41	62%	N<10	N<10	N<10	N<10	N<10	N<10
Thomas ES	68	52	76%	N<10	N<10	N<10	N<10	N<10	N<10
Thomson ES	29	15	52%	N<10	N<10	N<10	N<10	N<10	N<10
Truesdell EC	68	34	50%	N<10	N<10	N<10	N<10	N<10	N<10
Tubman ES	103	58	56%	15	15%	N<10	N<10	N<10	N<10
Turner ES	96	44	46%	30	31%	10	10%	N<10	N<10
Tyler ES	84	43	51%	N<10	11%	N<10	N<10	N<10	N<10
Van Ness ES	48	23	48%	N<10	13%	N<10	N<10	N<10	N<10
Walker-Jones EC	90	56	62%	16	18%	N<10	N<10	N<10	N<10
Watkins ES (Capitol Hill Cluster)	44	25	57%	N<10	N<10	N<10	N<10	N<10	N<10
West EC	53	32	60%	12	23%	N<10	N<10	N<10	N<10
Wheatley EC	32	21	66%	N<10	19%	N<10	N<10	N<10	N<10
Whittier EC	66	41	62%	N<10	N<10	N<10	N<10	N<10	N<10
Woodrow Wilson HS	317	132	42%	69	22%	49	15%	58	18%
Woodson H.D. HS	157	23	15%	35	22%	42	27%	52	33%

EOY SY20-21 – By Grade – SPED Students									
Grade	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
1	575	155	27%	73	13%	94	16%	204	35%
2	587	180	31%	88	15%	74	13%	185	32%
3	619	190	31%	88	14%	103	17%	178	29%
4	603	187	31%	90	15%	97	16%	158	26%
5	624	181	29%	112	18%	117	19%	167	27%
6	519	157	30%	99	19%	84	16%	109	21%

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Grade	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
7	593	197	33%	103	17%	86	15%	141	24%
8	528	130	25%	95	18%	111	21%	160	30%
9	605	106	18%	68	11%	86	14%	318	53%
10	442	58	13%	58	13%	64	14%	241	55%
11	334	50	15%	46	14%	62	19%	159	48%
12	322	38	12%	45	14%	73	23%	159	49%
CE	269	58	22%	29	11%	42	16%	113	42%
EV	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
K	630	128	20%	96	15%	99	16%	256	41%
P3	400	49	12%	45	11%	90	23%	193	48%
P4	560	82	15%	63	11%	96	17%	302	54%

EOY SY20-21 – By School – SPED Students									
School Name	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Aiton ES	49	N<10	12%	N<10	10%	10	20%	28	57%
Amidon-Bowen ES	54	13	24%	12	22%	N<10	11%	22	41%
Anacostia HS	131	N<10	N<10	10	N<10	28	21%	82	63%
Ballou HS	207	12	N<10	30	14%	38	18%	120	58%
Ballou STAY HS	74	N<10	N<10	N<10	N<10	N<10	N<10	70	95%
Bancroft ES	89	35	39%	17	19%	15	17%	N<10	8%
Bard High School Early College DC (Bard DC)	15	10	67%	N<10	N<10	N<10	N<10	N<10	13%
Barnard ES	96	27	28%	16	17%	14	15%	22	23%
Beers ES	94	22	23%	N<10	N<10	12	13%	46	49%
Benjamin Banneker HS	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Boone ES	59	N<10	14%	N<10	N<10	10	17%	37	63%

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Grade	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Brent ES	54	33	61%	N<10	11%	N<10	N<10	N<10	N<10
Brightwood EC	129	45	35%	16	12%	21	16%	19	15%
Brookland MS	59	34	58%	17	29%	N<10	N<10	N<10	N<10
Browne EC	77	21	27%	19	25%	N<10	N<10	23	30%
Bruce-Monroe ES @ Park View	72	16	22%	16	22%	14	19%	16	22%
Bunker Hill ES	60	23	38%	12	20%	N<10	12%	13	22%
Burroughs ES	44	N<10	20%	N<10	20%	10	23%	13	30%
Burrville ES	30	N<10	N<10	N<10	10%	N<10	N<10	25	83%
C.W. Harris ES	42	13	31%	N<10	21%	N<10	10%	16	38%
Capitol Hill Montessori School @ Logan	37	N<10	24%	N<10	22%	N<10	19%	N<10	22%
Cardozo EC	212	38	18%	29	14%	49	23%	95	45%
Cleveland ES	38	N<10	16%	11	29%	N<10	16%	10	26%
Columbia Heights EC (CHEC)	260	64	25%	41	16%	46	18%	94	36%
Coolidge HS	135	16	12%	13	10%	24	18%	82	61%
Deal MS	171	68	40%	38	22%	13	N<10	10	N<10
Dorothy I. Height ES	75	24	32%	17	23%	N<10	N<10	20	27%
Drew ES	43	N<10	14%	N<10	N<10	N<10	14%	27	63%
Duke Ellington School of the Arts	49	10	20%	13	27%	11	22%	10	20%
Dunbar HS	173	15	N<10	N<10	N<10	30	17%	118	68%
Eastern HS	260	27	10%	35	13%	45	17%	142	55%
Eaton ES	42	21	50%	N<10	21%	N<10	12%	N<10	N<10
Eliot-Hine MS	80	21	26%	N<10	10%	26	33%	23	29%
Excel Academy	61	20	33%	19	31%	N<10	10%	N<10	13%

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Grade	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Garfield ES	59	N<10	12%	19	32%	11	19%	21	36%
Garrison ES	68	16	24%	N<10	N<10	13	19%	31	46%
H.D. Cooke ES	79	16	20%	17	22%	25	32%	18	23%
Hardy MS	77	24	31%	19	25%	18	23%	10	13%
Hart MS	97	14	14%	35	36%	32	33%	15	15%
Hearst ES	44	19	43%	N<10	N<10	N<10	N<10	N<10	14%
Hendley ES	50	N<10	N<10	N<10	N<10	12	24%	30	60%
Houston ES	66	16	24%	13	20%	N<10	N<10	28	42%
Hyde-Addison ES	36	14	39%	N<10	11%	N<10	11%	N<10	11%
Ida B. Wells Middle School	84	33	39%	N<10	11%	N<10	N<10	17	20%
Inspiring Youth Program	52	N<10	N<10	38	73%	N<10	N<10	10	19%
J.O. Wilson ES	106	26	25%	18	17%	21	20%	37	35%
Janney ES	60	34	57%	N<10	N<10	N<10	N<10	N<10	N<10
Jefferson Middle School Academy	98	25	26%	17	17%	19	19%	31	32%
Johnson John Hayden MS	71	14	20%	N<10	11%	19	27%	25	35%
Kelly Miller MS	97	N<10	N<10	N<10	N<10	25	26%	57	59%
Ketcham ES	43	N<10	N<10	N<10	12%	N<10	23%	23	53%
Key ES	22	15	68%	N<10	N<10	N<10	N<10	N<10	N<10
Kimball ES	61	N<10	N<10	N<10	11%	N<10	28%	32	52%
King M.L. ES	55	12	22%	N<10	13%	14	25%	22	40%
Kramer MS	66	N<10	N<10	N<10	11%	12	18%	45	68%
Lafayette ES	111	53	48%	14	13%	15	14%	17	15%
Langdon ES	50	13	26%	N<10	12%	12	24%	14	28%
Langley ES	74	13	18%	N<10	11%	12	16%	38	51%
LaSalle-Backus EC	50	13	26%	10	20%	N<10	14%	19	38%

*Responses to FY21 Performance Oversight Questions
DC Public Schools*

Grade	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Leckie EC	55	N<10	N<10	N<10	N<10	11	20%	34	62%
Ludlow-Taylor ES	67	N<10	12%	N<10	N<10	13	19%	39	58%
Luke C. Moore HS	108	N<10	N<10	N<10	N<10	N<10	N<10	102	94%
MacFarland MS	95	24	25%	18	19%	14	15%	30	32%
Malcolm X ES @ Green	41	N<10	N<10	N<10	15%	N<10	17%	25	61%
Mann ES	25	13	52%	N<10	12%	N<10	12%	N<10	N<10
Marie Reed ES	69	22	32%	11	16%	13	19%	19	28%
Maury ES	45	22	49%	N<10	N<10	N<10	N<10	11	24%
McKinley MS	67	29	43%	15	22%	10	15%	12	18%
McKinley Technology HS	23	12	52%	N<10	26%	N<10	N<10	N<10	N<10
Miner ES	95	14	15%	17	18%	28	29%	33	35%
Moten ES	45	N<10	N<10	N<10	13%	N<10	13%	29	64%
Murch ES	64	42	66%	N<10	N<10	N<10	N<10	N<10	N<10
Nalle ES	57	N<10	N<10	N<10	14%	15	26%	30	53%
Noyes ES	53	11	21%	10	19%	13	25%	18	34%
Oyster-Adams Bilingual School	74	33	45%	N<10	N<10	N<10	N<10	N<10	N<10
Patterson ES	65	N<10	N<10	14	22%	N<10	12%	41	63%
Payne ES	55	19	35%	N<10	13%	N<10	N<10	23	42%
Peabody ES (Capitol Hill Cluster)	16	N<10	13%	N<10	N<10	N<10	38%	N<10	44%
Phelps ACE HS	55	26	47%	N<10	16%	N<10	13%	N<10	N<10
Plummer ES	58	N<10	12%	N<10	N<10	N<10	10%	40	69%
Powell ES	67	16	24%	10	15%	18	27%	10	15%
Randle Highlands ES	45	N<10	N<10	N<10	N<10	13	29%	26	58%
Raymond EC	76	18	24%	N<10	N<10	20	26%	29	38%

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Grade	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
River Terrace EC	117	29	25%	12	10%	10	N<10	40	34%
Ron Brown College Preparatory High School	88	14	16%	22	25%	18	20%	31	35%
Roosevelt HS	184	37	20%	21	11%	39	21%	80	43%
Roosevelt STAY HS	108	N<10	N<10	N<10	N<10	N<10	N<10	102	94%
Ross ES	12	N<10	42%	N<10	N<10	N<10	N<10	N<10	N<10
Savoy ES	64	N<10	N<10	N<10	N<10	12	19%	48	75%
School Without Walls @ Francis-Stevens	86	30	35%	12	14%	17	20%	19	22%
School Without Walls HS	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
School-Within-School @ Goding	63	24	38%	11	17%	N<10	13%	11	17%
Seaton ES	74	16	22%	N<10	N<10	14	19%	21	28%
Shepherd ES	17	10	59%	N<10	24%	N<10	N<10	N<10	N<10
Simon ES	42	N<10	N<10	N<10	N<10	12	29%	24	57%
Smothers ES	56	N<10	N<10	N<10	13%	10	18%	33	59%
Sousa MS	76	24	32%	19	25%	11	14%	17	22%
Stanton ES	62	N<10	N<10	N<10	N<10	10	16%	44	71%
Stevens Early Learning Center	22	N<10	N<10	N<10	18%	N<10	23%	N<10	41%
Stoddert ES	37	18	49%	N<10	11%	N<10	11%	N<10	N<10
Stuart-Hobson MS (Capitol Hill Cluster)	82	16	20%	20	24%	15	18%	19	23%
Takoma EC	81	17	21%	10	12%	19	23%	32	40%
Thomas ES	83	15	18%	N<10	N<10	18	22%	43	52%

Grade	YTD Current Enrollment	Count 1--5 Unex Abs	% 1--5 Unex Abs	Count 6--10 Unex Abs	% 6--10 Unex Abs	Count 11--20 Unex Abs	% 11--20 Unex Abs	Count 21+ Unex Abs	% 21+ Unex Abs
Thomson ES	32	19	59%	N<10	N<10	N<10	N<10	N<10	13%
Truesdell EC	75	22	29%	13	17%	N<10	12%	18	24%
Tubman ES	121	23	19%	25	21%	25	21%	32	26%
Turner ES	107	N<10	N<10	10	N<10	23	21%	68	64%
Tyler ES	96	31	32%	13	14%	11	11%	37	39%
Van Ness ES	55	10	18%	11	20%	14	25%	20	36%
Walker-Jones EC	98	29	30%	21	21%	11	11%	30	31%
Watkins ES (Capitol Hill Cluster)	35	22	63%	N<10	N<10	N<10	11%	N<10	N<10
West EC	46	11	24%	N<10	20%	N<10	15%	17	37%
Wheatley EC	46	12	26%	N<10	11%	N<10	N<10	26	57%
Whittier EC	74	29	39%	11	15%	N<10	12%	18	24%
Woodrow Wilson HS	307	105	34%	41	13%	61	20%	68	22%
Woodson H.D. HS	161	14	N<10	N<10	N<10	22	14%	116	72%
Youth Services Center	36	27	75%	N<10	N<10	N<10	N<10	N<10	N<10

(b) For truancy cases for students who have missed 10 or days, how many have been referred to CFSA.

As of December 22, 2021, 1,971 students under the age of 14 had accrued 10 unexcused absences and needed a CFSA referral. Referrals have been made for 801 (41%) of these students. DCPS staff members are working diligently to refer students to CFSA. Please note that, due to the challenges many families are facing as they have transitioned back to traditional learning, we continue to ask school staff to intervene with families, provide needed supports, and focus on reengagement efforts with students and families. CFSA and DCPS check in monthly to discuss cases and monitor referrals. DCPS is working to connect with students who may be hesitant to return to school due to the pandemic; we are actively conducting a school-by-school audit to determine attendance corrections to better assess CFSA reporting requirements.

(c) For cases involving students 14 years or older, how many did each school refer to CFSA?

CFSA referrals are not required for students 14 or older.

75. Provide, in table format, for SY19-20 and SY20-21, and SY21-22 (through January 31) the number of students served by truancy programs.

DCPS continues to proactively intervene with our students and families to effectively identify and impact barriers to attendance. DCPS actively partners with several external agencies to solidify its efforts around this work. We appreciate the relationships we have built with our external city agencies and partners. One critical facet of the work to improve attendance and reduce truancy is the implementation of program partnerships, two of which are highlighted below:

- The Parent and Adolescent Support Services (PASS) Program, housed within the DC Department of Human Services, works on behalf of some of the city's most disadvantaged and at-risk residents, with the goal of enhancing participating families' ability to work effectively on their own when problems arise. PASS works with youth ages 10-17 who are committing status offenses (skipping school, running away from home, violating curfew, and/or being disobedient), and it operates as a voluntary prevention/intervention program. PASS includes three teams: Intensive Case Management, Functional Family Therapy (FFT) and the PASS Crisis and Stabilization Team (PCAST). The program typically serves over 300 youth and their families per year. PASS works with youth/families for an average of six months. PASS employs several evidence-based approaches to support families, including strength-based intensive case management, Functional Family Therapy (in partnership with the Department of Behavioral Health (DBH), and the Transition to Independence Process (TIP), in partnership with Department of Behavioral Health, a case management system for older youth with emotional and behavioral challenges. In conjunction with the services provided directly by PASS, youth also participate in programming with the agency's contracted providers, such as individual therapy, tutoring, mentoring, and afterschool programming.

Year	# of students served
FY19	274
FY20	364
FY21	344
FY22 (as of 12/31/2021)	149

- The Office of Victim Services and Justice Grants (OVSJG) provides funding to community-based organizations (CBOs) to implement truancy reduction programming within DCPS schools through the Show Up, Stand Out (SUSO) program and a high school truancy reduction pilot (HSTRP) which began in FY18. SUSO's mission is to reduce unexcused absences by mitigating barriers to school attendance for children and their families with five or more unexcused absences prior to escalation to Child and Families Services Agency

(CFSA) or Child Support Services Division (CSSD). This initiative is designed to reduce chronic absenteeism by supporting schools with a focus on providing services to identified families while fostering student achievement. SUSO has programs at 58 DC Public Schools.

Year	# of students referred	# of students engaged
FY19	3103	387
FY20 (August-June)	1488	390
FY21-22 July 21- January 12, 2022	845	233

76. Please provide information on the subsequent reenrollment and truancy patterns of students referred for an SST, or to CFSA or CSSD for SY20-21:
- (a) Of the DCPS students referred for an SST meeting in SY19-20, how many reenrolled in DCPS for SY20-21?
 - (b) Of the DCPS students who were referred for a SST meeting in SY19-20 and reenrolled in DCPS the following school year, how many were truant again during SY20-21?

	# Students – 19-20 SST	% Students – 19-20 SST
Graduated in SY19-20	502	5%
Did not re-enroll in SY20-21 (excluding graduates)	1,388	14%
Re-enrolled and not truant in SY20-21	2,472	25%
Re-enrolled and truant in SY 20-21	5,555	56%

- (c) Of the DCPS students referred to CFSA during SY19-20, how many reenrolled in DCPS for SY19-20?
- (d) Of the DCPS students who were referred to CFSA during SY19-20 and reenrolled, how many were truant again during SY20-21?

	# Students – 19-20 CFSA Referral	% Students – 19-20 CFSA Referral
Did not re-enroll in SY19-20	243	17%
Re-enrolled and not truant in SY20-21	208	14%
Re-enrolled and truant in SY20-21	989	69%

- (e) Of the DCPS students referred to CSSD during SY19-20, how many reenrolled in DCPS for SY20-21?
- (f) Of the DCPS students who were referred to CSSD during SY19-20 and reenrolled in DCPS the following school year, how many were truant again during SY20-21?

	# Students – 19-20 CSSD Referral	% Students – 19-20 CSSD Referral
Graduated in SY19-20	10	2%
Did not re-enroll in SY20-21 (excluding graduates)	112	27%
Re-enrolled and not truant in SY20-21	77	18%
Re-enrolled and truant in SY20-21	223	53%

- (g) Overall, what percent of DCPS who were reported as truant in SY19-20 were truant again during SY20-21?

	# of Students – Truant in 19-20	% Students – Truant in 19-20
Graduated in SY19-20	690	8%
Did not re-enroll in SY20-21 (excluding graduates)	1298	15%
Re-enrolled and not truant in SY20-21	1883	22%
Re-enrolled and truant in SY 19-20	4882	56%

- (h) Which grades had the highest truancy repeaters for SY20-21?

20-21 Grade	Percentage of Students Truant in 19-20, Truant Again in 20-21 (in descending order)
2	84%
1	84%
8	84%
9	83%
5	82%
K	82%

20-21 Grade	Percentage of Students Truant in 19-20, Truant Again in 20-21 (in descending order)
4	79%
3	79%
6	74%
10	72%
7	72%
11	66%
CE	62%
12	45%

77. How many Head Start Schoolwide Model classrooms did DCPS were in operation in SY20-21 and in SY21-22 (through January 31)?

DCPS did not operate Head Start programming in SY20-21. DCPS received a new Head Start grant in July 2021 and began implementation of this new program in six schools this fall (CW Harris, Hendley, Kimball, ML King, Savoy, and Stanton). DCPS is operating 29 Head Start classrooms in these six schools, providing Head Start services to 331 prekindergarten children and their families.

78. Please identify the total number of Head Start eligible children the program served in SY20-21 and in SY21-22 to date.

DCPS did not operate Head Start programming in SY20-21. As our current Head Start grant is in its initial months of implementation, the Head Start team is currently conducting eligibility interviews with the families of the 331 PK children in the six Head Start schools to determine how many of these families are Head Start-eligible. To date (January 7, 2022), 121 of these families have been determined to meet the eligibility criteria, although this determination process is ongoing.

79. Provide an update on DCPS' public/private partnerships to provide special education services during SY19-20 and SY20-21 to date.

Secondary Transition

During School Year 2020-2021 and School Year 2021-2022 to date, DCPS' Division of Specialized Instruction (DSI) partnered with both private organizations and public agencies to provide secondary transition services to transition-aged (14-22 years old) middle and high school students with disabilities. These partnerships include Bridges from School to Work, Cambria Hotel DC, DC Department on Disability Services (DDS), Hilton Hotels, RCM of Washington, SEEC (Seeking Employment, Equality and Community), SchoolTalk, and Washington DC VA Medical

Center. Collaboration with these partners offers a wide range of services to DCPS students with a focus on postsecondary education, employment, and independent living.

- 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 SEEC (an agency that provides employment supports for DCPS Project SEARCH students). The one-year program, which features full immersion in a workplace setting, is designed to prepare DCPS adult students with intellectual disabilities for competitive employment. Project SEARCH interns receive daily instruction in employability skills and gain hands-on work experience by rotating among three 10-week unique paid internships at partnering hospitality host site locations. The goal for each student is competitive, integrated employment by the end of the experience.
- The Washington DC Veteran Affairs (VA) Medical Center partners as a host site, in collaboration with River Terrace Education Campus’ Workforce Development Center (WDC) program to offer work readiness training for adult students with intellectual and developmental disabilities who are pursuing a High School Achievement Certificate (formerly IEP Certificate). This partnership offers WDC students career exposure in a hospital setting, to develop transferable workforce competencies. Although the VA Medical Center has not yet resumed in-person internships due to the ongoing Covid-19 pandemic, the agency continues to be a partner for the WDC program at River Terrace.
- SchoolTalk DC supports youth with disabilities to thrive in school and achieve fulfilling postsecondary outcomes by creating spaces that emphasize self-determination, community building, and inclusion. In School Year 2020-2021, DCPS’ DSI Secondary Transition team partnered with SchoolTalk, connecting students with disabilities to the DC Youth Leadership Network (DCYLN) to provide paid virtual career readiness opportunities to DCPS students with disabilities. In School Year 2021-2022 to date, 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.
- Bridges From School to Work partners with DCPS’ DSI Secondary Transition Team to help youth with disabilities who are Seniors pursuing a Diploma prepare for the workplace and find a job that fits their interest and ability, while planning for long-term vocational growth. Additional transition services offered include career development and employment retention services, worksite support for students, and assistance with travel training.
- RCM of Washington, Inc. partners with River Terrace Education Campus’ Workforce Development Center in collaboration with DDS’ Rehabilitation Services Administration (RSA) to provide Pre-Employment Transition Services (Pre-ETS) through a program called Guided Group Discovery. Guided Group Discovery program, is a paid opportunity for students to explore their career interest & contributions, learn about accommodations & disclosure, and network. Students create employment portfolios containing resume, headshot, elevator pitch, employment team, contributions, vocational themes and conditions for employment and accommodations as needed. In 2020-2021, 26 students successfully completed the Guided Group Discovery Pilot Program.

- DCPS’ DSI Secondary Transition Team partners with DDS’ Rehabilitation Services Administration (RSA) to deliver pre-employment transition services (Pre-ETS) to secondary students, ages 14-22, with disabilities. These services include job exploration counseling, work-based learning experiences, counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at institutions of higher education, workplace readiness training, and instruction in self-advocacy. The goal of DCPS’ partnership with RSA is to improve postsecondary outcomes for students with disabilities, including improved outcomes in the number of students who participate in training, post-secondary education or employment following exit from secondary education.
- DCPS and the University of Maryland College Park “Organization”, on behalf of Connections Beyond Sight and Sound, a program organized under the Department of Counseling, Higher Education, and Special Education provides on-site professional development training to DCPS instructors and staff of deafblind students, as well as consultation training and technical assistance for deafblind students. The program also provides parent engagement opportunities to the parents of students receiving the consultation and technical assistance.
- In addition to transition services, in School Year 2021-2022, DCPS has continued to work with a private vendor to meet our equitable services’ obligation to private school students, awarding a new contract to Pediatric Development Services (PDS). DSI is currently working with PDS to ensure a smooth transition from the previous vendor.

Related Services

Related Services collaborates and partners with various universities to support the clinical experience for audiology, occupational therapy, and speech-language pathology graduate students. DCPS provides graduate students clinical supervision to complete their clinical externship requirements for a masters 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 needs. Here is a summary of the existing partnerships:

University	Audiology	Occupational Therapy	Speech-Language Pathology
Gallaudet University’s Department of Hearing, Speech and Language Science	X		X
George Washington University’s Department of Speech and Hearing Science			X
Howard University’s Department of Communication Sciences and Disorders		X	X
Trinity University’s Occupational Therapy Department		X	
University of the District of Columbia’s Speech-Language Pathology Program			X
University of Maryland’s Hearing and Speech Sciences Department	X		X

80. For SY16-17, SY17-18, SY18-19, SY20-21, SY21-22 (through January 31) please provide, in table form, for students with IEPs, by school, level of “LRE” (A, B, C, or separate school), and by disability classification, the following:

- (a) Number and percent of students who graduated with a diploma in 4 years;
 (b) Number and percent of students who graduated with a diploma in 5 years;
 (c) Number and percent of students who graduated with a diploma in 6 years; and
 (d) Number and percent of students who exited high school with a certificate of completion.

	Exited with a certificate of completion	Graduated with a Diploma						Not Yet Graduated	
LRE by Cohort	Total	Less than 4 years	4 years	5 years	6 years	More than 6 years	Total	Total	Total
2016	44	42	2264	150	26	20	2502	797	3343
1. Inside regular class 80% or more of day	<10	NA	184	22	<10	<10	214	45	260
2. Inside regular class no more than 79% of day and no less than 40% of the day	<10	NA	40	<10	<10	<10	51	12	66
3. Inside regular class less than 40% of the day	24	NA	26	12	<10	NA	39	35	98
Jail	NA	NA	<10	NA	NA	<10	<10	<10	<10
Homebound/Hospital	<10	NA	NA	NA	NA	NA	NA	NA	<10
NOT IN CHILD COUNT	<10	42	1961	99	18	12	2132	674	2808
Residential facility	<10	NA	NA	NA	NA	NA	NA	<10	<10
Separate school	12	NA	52	<10	<10	<10	64	25	101
2017	23	31	2358	86	27	10	2512	723	3258
1. Inside regular class 80% or more of day	NA	NA	172	<10	<10	<10	185	42	227
2. Inside regular class no more than 79% of day and no less than 40% of the day	NA	NA	56	<10	<10	NA	59	13	72
3. Inside regular class less than 40% of the day	10	NA	45	<10	<10	NA	47	26	83
Correctional facility	NA	NA	<10	NA	NA	<10	<10	<10	<10
Homebound/Hospital	NA	NA	<10	NA	NA	NA	<10	NA	<10

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2017	23	31	2358	86	27	10	2512	723	3258
NOT IN CHILD COUNT	<10	31	2045	59	15	<10	2156	611	2768
Residential facility	NA	NA	NA	<10	NA	NA	<10	<10	<10
Separate school	12	NA	38	20	<10	NA	61	24	97
2018	31	59	2214	130	32	16	2451	829	3311
1. Inside regular class 80% or more of day	NA	NA	146	14	<10	<10	167	55	222
2. Inside regular class no more than 79% of day and no less than 40% of the day	NA	NA	36	<10	<10	NA	42	32	74
3. Inside regular class less than 40% of the day	28	NA	29	<10	<10	<10	43	40	111
Correctional facility	NA	NA	NA	NA	NA	NA	NA	<10	<10
NOT IN CHILD COUNT	<10	59	2003	103	24	10	2199	696	2898
Separate school	NA	NA	NA	NA	NA	NA	NA	<10	<10
2019	24	59	2110	157	37	NA	2363	947	3334
1. Inside regular class 80% or more of day	NA	NA	164	11	11	NA	186	60	246
2. Inside regular class no more than 79% of day and no less than 40% of the day	<10	NA	44	<10	<10	NA	53	27	83
3. Inside regular class less than 40% of the day	16	NA	17	<10	<10	NA	26	30	72
Correctional facility	NA	NA	NA	NA	NA	NA	NA	<10	<10
NOT IN CHILD COUNT	<10	59	1885	132	22	NA	2098	825	2928
Separate school	NA	NA	NA	NA	NA	NA	NA	<10	<10
2020	14	NA	2148	130	NA	NA	2278	882	3174
1. Inside regular class 80% or more of day	NA	NA	156	11	NA	NA	167	76	243
2. Inside regular class no more than 79% of day and no less than 40% of the day	<10	NA	45	<10	NA	NA	53	19	73
3. Inside regular class less than 40% of the day	11	NA	27	<10	NA	NA	30	43	84

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2020	14	NA	2148	130	NA	NA	2278	882	3174
NOT IN CHILD COUNT	NA	NA	1907	101	NA	NA	2008	717	2725
Residential facility	NA	NA	NA	NA	NA	NA	NA	<10	<10
Separate school	<10	NA	13	<10	NA	NA	20	26	48
2021	<10	NA	2037	NA	NA	NA	2037	882	2922
1. Inside regular class 80% or more of day	NA	NA	158	NA	NA	NA	158	59	217
2. Inside regular class no more than 79% of day and no less than 40% of the day	NA	NA	40	NA	NA	NA	40	32	72
3. Inside regular class less than 40% of the day	<10	NA	19	NA	NA	NA	19	46	68
Homebound/Hospital	NA	NA	NA	NA	NA	NA	NA	<10	<10
NOT IN CHILD COUNT	NA	NA	1820	NA	NA	NA	1820	739	2559
Separate school	NA	NA	NA	NA	NA	NA	NA	<10	<10
Grand Total	139	191	13131	653	122	46	14143	5060	19342

	Exited with a certificate of completion	Graduated with a Diploma						Not Yet Graduated	
Primary Disability by Cohort	Total	Less than 4 years	4 years	5 years	6 years	More than 6 years	Total	Total	Total
2016	44	42	2264	150	26	20	2502	797	3343
Autism	<10	NA	10	<10	NA	NA	15	<10	24
Emotional Disturbance	<10	NA	32	12	<10	<10	49	27	78
Hearing Impaired	NA	NA	<10	NA	NA	NA	<10	NA	<10
Intellectual Disability	26	NA	<10	<10	NA	NA	11	16	53
Multiple Disabilities	<10	NA	38	<10	<10	<10	49	17	74
NOT IN CHILD COUNT	<10	42	1961	99	18	12	2132	674	2808
Other Health Impairment	<10	NA	38	<10	<10	NA	44	<10	53
Specific Learning Disability	<10	NA	160	19	<10	<10	186	49	237

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2016	44	42	2264	150	26	20	2502	797	3343
Speech or Language Impairment	NA	NA	10	NA	NA	NA	10	NA	10
Traumatic Brain Injury	NA	NA	<10	NA	NA	NA	<10	NA	<10
Visual Impairment*	NA	NA	<10	NA	NA	NA	<10	NA	<10
2017	23	31	2358	86	27	10	2512	723	3258
Autism	<10	NA	<10	<10	<10	NA	13	<10	20
Emotional Disturbance	<10	NA	28	<10	NA	<10	34	24	59
Hearing Impaired	NA	NA	<10	NA	NA	NA	<10	NA	<10
Intellectual Disability	<10	NA	<10	<10	NA	NA	<10	16	34
Multiple Disabilities	<10	NA	36	<10	<10	<10	48	19	74
NOT IN CHILD COUNT	<10	31	2045	59	15	<10	2156	611	2768
Other Health Impairment	<10	NA	37	<10	NA	<10	41	20	62
Specific Learning Disability	NA	NA	192	<10	<10	<10	206	29	235
Speech or Language Impairment	NA	NA	<10	NA	<10	NA	<10	<10	<10
2018	31	59	2214	130	32	16	2451	829	3311
Autism	<10	NA	<10	NA	<10	NA	<10	<10	20
Emotional Disturbance	NA	NA	16	<10	<10	NA	20	20	40
Hearing Impaired	NA	NA	<10	NA	<10	NA	<10	NA	<10
Intellectual Disability	21	NA	<10	<10	NA	<10	<10	10	38
Multiple Disabilities	<10	NA	22	<10	<10	NA	25	23	49
NOT IN CHILD COUNT	<10	59	2003	103	24	10	2199	696	2898
Orthopedic Impairment*	NA	NA	<10	NA	NA	NA	<10	<10	<10
Other Health Impairment	NA	NA	34	<10	<10	NA	40	13	53
Specific Learning Disability	NA	NA	124	16	NA	<10	145	58	203
Speech or Language Impairment	NA	NA	<10	NA	NA	NA	<10	NA	<10
Traumatic Brain Injury	NA	NA	<10	<10	NA	NA	<10	NA	<10

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2018	31	59	2214	130	32	16	2451	829	3311
Visual Impairment*	NA	NA	<10	NA	NA	NA	<10	<10	<10
2019	24	59	2110	157	37	NA	2363	947	3334
Autism	<10	NA	<10	NA	<10	NA	<10	<10	17
Emotional Disturbance	NA	NA	13	<10	<10	NA	18	19	37
Intellectual Disability	14	NA	<10	<10	NA	NA	<10	11	33
Multiple Disabilities	<10	NA	26	<10	NA	NA	27	18	47
NOT IN CHILD COUNT	<10	59	1885	132	22	NA	2098	825	2928
Other Health Impairment	NA	NA	41	<10	<10	NA	47	19	66
Specific Learning Disability	NA	NA	127	13	11	NA	151	49	200
Speech or Language Impairment	NA	NA	<10	NA	NA	NA	<10	NA	<10
Traumatic Brain Injury	NA	NA	<10	NA	NA	NA	<10	NA	<10
Visual Impairment*	NA	NA	<10	<10	NA	NA	<10	NA	<10
2020	14	NA	2148	130	NA	NA	2278	882	3174
Autism	<10	NA	10	<10	NA	NA	13	22	37
Emotional Disturbance	NA	NA	16	<10	NA	NA	20	25	45
Hearing Impaired	NA	NA	<10	<10	NA	NA	<10	NA	<10
Intellectual Disability	<10	NA	<10	NA	NA	NA	<10	19	35
Multiple Disabilities	<10	NA	28	<10	NA	NA	35	29	67
NOT IN CHILD COUNT	NA	NA	1907	101	NA	NA	2008	717	2725
Orthopedic Impairment*	NA	NA	<10	NA	NA	NA	<10	NA	<10
Other Health Impairment	NA	NA	45	<10	NA	NA	48	22	70
Specific Learning Disability	NA	NA	128	12	NA	NA	140	47	187
Speech or Language Impairment	NA	NA	<10	NA	NA	NA	<10	NA	<10
Traumatic Brain Injury	NA	NA	<10	NA	NA	NA	<10	<10	<10
2021	<10	NA	2037	NA	NA	NA	2037	882	2922
Autism	NA	NA	14	NA	NA	NA	14	13	27



2021	<10	NA	2037	NA	NA	NA	2037	882	2922
Emotional Disturbance	NA	NA	11	NA	NA	NA	11	17	28
Intellectual Disability	<10	NA	<10	NA	NA	NA	<10	22	30
Multiple Disabilities	NA	NA	25	NA	NA	NA	25	23	48
NOT IN CHILD COUNT	NA	NA	1820	NA	NA	NA	1820	739	2559
Other Health Impairment	NA	NA	43	NA	NA	NA	43	24	67
Specific Learning Disability	NA	NA	115	NA	NA	NA	115	44	159
Speech or Language Impairment	NA	NA	<10	NA	NA	NA	<10	NA	<10
Traumatic Brain Injury	NA	NA	<10	NA	NA	NA	<10	NA	<10
Grand Total	139	191	13131	653	122	46	14143	5060	19342

81. Please list each school with one or more special education coordinators during SY20-21 and SY21-22 (through January 31). For each, indicate whether the school shares the coordinator with another school, and which school.

DCPS offers a variety of positions schools may use when managing their Special Education departments. Schools budget for, hire, and manage their chosen special education positions. Both the Special Education Coordinator position and the TLI: Teacher Leader – Special Education position have been used by schools to steer their special education departments. DCPS ensures each school has identified an LEA representative designee for purposes of special education. The table below includes key special education leadership positions by school.

School Name	School Year 2020-2021					School Year 2021-2022				
	Assistant Principal - Special Education	Coordinator - Special Education (CSE)	Director - Specialized Instruction (DSI)	Manager - Specialized Instruction (MSI)	TLI Teacher Leader - Special Education	Assistant Principal - Special Education	Coordinator - Special Education (CSE)	Director - Specialized Instruction (DSI)	Manager - Specialized Instruction (MSI)	TLI Teacher Leader - Special Education
Aiton ES	0	0	0	1	0	0	0	0	1	0
Amidon-Bowen ES	0	1	0	0	0	0	1	0	0	0
Anacostia HS	0	0	0	0	0	0	0	0	0	1
Ballou HS	0	1	0	0	0	0	1	0	0	1
Ballou STAY	0	1	0	0	0	0	1	0	0	0
Bancroft ES	0	1	0	0	1	0	1	0	0	1

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School Name	Assistant Principal - Special Education	Coordinator - Special Education (CSE)	Director - Specialized Instruction (DSI)	Manager - Specialized Instruction (MSI)	TLI Teacher Leader - Special Education	Assistant Principal - Special Education	Coordinator - Special Education (CSE)	Director - Specialized Instruction (DSI)	Manager - Specialized Instruction (MSI)	TLI Teacher Leader - Special Education
Beers ES	0	0	0	1	0	0	0	0	1	0
Boone ES	0	0	0	0	0	0	0	0	0	1
Bruce-Monroe ES @ Park View	0	1	0	0	0	0	1	0	0	0
Capitol Hill Montessori School	0	1	0	0	0	0	1	0	0	0
Cardozo EC	0	0	1	0	0	0	0	1	0	1
Cleveland ES	0	1	0	0	0	0	1	0	0	0
Columbia Heights EC (CHEC)	0	1	0	0	0	0	1	0	0	0
Coolidge HS	0	1	0	0	0	0	1	0	0	0
Deal MS	0	0	0	0	1	0	0	0	0	1
Dorothy Height ES	0	1	0	0	0	0	1	0	0	0
Drew ES	0	0.5	0	0	0	0	0.5	0	0	0
Eastern HS	0	1	0	0	1	0	1	0	0	1
Eaton ES	0	1	0	0	0	0	0	0	0	0
Eliot-Hine MS	0	1	0	0	0	0	1	0	0	0
Ellington School of the Arts	0	0	0	0	0	0	1	0	0	0
Excel Academy	0	0	0	0	1	0	0	0	0	1
H.D. Cooke ES	0	0.5	0	0	0	0	0.5	0	0	0
Hearst ES	0	0	0	0	1	0	0	0	0	1
Houston ES	0	0	0	0	0	0	0	0	0	1

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School Name	Assistant Principal - Special Education	Coordinator - Special Education (CSE)	Director - Specialized Instruction (DSI)	Manager - Specialized Instruction (MSI)	TLI Teacher Leader - Special Education	Assistant Principal - Special Education	Coordinator - Special Education (CSE)	Director - Specialized Instruction (DSI)	Manager - Specialized Instruction (MSI)	TLI Teacher Leader - Special Education
Ida B. Wells MS	0	0	0	0	0	0	0	0	0	1
Inspiring Youth Program	1	0	0	0	0	N/A	N/A	N/A	N/A	N/A
J.O. Wilson ES	0	0	0	0	1	0	0	0	0	1
Jefferson Middle School Academy	0	0	0	0	1	0	0	0	0	0
Johnson, John Hayden MS	0	0	0	0	1	0	1	0	0	0
Kelly Miller MS	0	1	0	0	0	0	1	0	0	0
Ketcham ES	0	0	0	0	1	0	0	0	0	1
Kimball ES	0	1	0	0	0	0	1	0	0	0
Kramer MS	0	0	0	0	1	0	1	0	0	0
Lafayette ES	1	0	0	0	0	1	0	0	0	0
Langley ES	0	1	0	0	0	0	1	0	0	0
Luke Moore Alternative HS	0	0	1	0	0	0	0	1	0	0
MacFarland MS	0	0	0	1	1	0	0	0	1	1
Marie Reed ES	0	0	0	1	1	0	0	0	1	1
Moten ES	0	1	0	0	0	0	1	0	0	0
Murch ES	0	0	0	1	0	0	0	0	0	0
Patterson ES	0	1	0	0	0	0	1	0	0	0
Payne ES	0	0	0	1	0	0	0	0	0	0
Plummer ES	0	0.5	0	0	0	0	0.5	0	0	0
Powell ES	0	1	0	0	0	0	1	0	0	0
River Terrace EC	0	1	0	0	0	0	1	0	0	0

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School Name	Assistant Principal - Special Education	Coordinator - Special Education (CSE)	Director - Specialized Instruction (DSI)	Manager - Specialized Instruction (MSI)	TLI Teacher Leader - Special Education	Assistant Principal - Special Education	Coordinator - Special Education (CSE)	Director - Specialized Instruction (DSI)	Manager - Specialized Instruction (MSI)	TLI Teacher Leader - Special Education
Ron Brown College Preparatory High School	0	0	0	0	1	0	0	0	0	1
Roosevelt HS	0	0	1	0	2	0	0	1	0	2
Roosevelt STAY	0	0	1	0	0	1	0	0	0	1
Savoy ES	0	0	0	0	0	0	1	0	0	1
Simon ES	0	1	0	0	0	0	1	0	0	0
Smothers ES	0	0.5	0	0	0	0	0.5	0	0	0
Sousa MS	0	0	0	0	1	0	0	0	0	1
Stanton ES	1	0	0	0	0	1	1	0	0	0
Stuart-Hobson MS	0	0	0	0	1	0	0	0	0	1
Thomas ES	0	0	0	1	0	0	0	0	0	0
Tubman ES	0	0	0	0	0	0	0	0	0	1
Walker-Jones EC	0	0	1	0	0	0	0	1	0	0
West ES	0	0	0	0	1	0	0	0	0	1
Wheatley EC	0	0	1	0	0	0	0	0	0	0
Whittier EC	0	0	0	0	0	0	0	0	0	1
Woodrow Wilson HS	0	1	0	0	0	0	1	0	0	0
Woodson, H.D. HS	0	0	0	1	0	0	0	0	1	0
Youth Services Center	0	1	0	0	0	N/A	N/A	N/A	N/A	N/A
TOTAL	3	25	6	8	18	3	28	4	5	25

82. For each school other than River Terrace, please list the following information for SY20-21 and SY21-22 (through January 31):

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

DCPS allocates related service providers to schools based on the needs of the students in the school. DCPS has a cadre of related service providers that provide itinerant services when the school population does not warrant the allocation of a full-time staff member. Social Workers and School Psychologists are allocated through the school budget process. Occupational therapists, orientation and mobility specialists, audiologists, speech-language pathologists, and physical therapists are funded centrally and float between schools based on need. The table below includes a list of related service providers by school.

School Name	School Year 2020-2021 FTEs						School Year 2021-2022 FTEs					
	Psychologist	Social Work	Counselor	SLP	OT	PT*	Psychologist	Social Work	Counselor	SLP	OT	PT*
Aiton ES	0.5	1	0	0.8	0.4	0.05	0.5	1	0	1.2	0.6	0.1
Amidon-Bowen ES	1	1.5	0	1.4	0.8	0.05	1	1.5	0	1.2	0.4	0.05
Anacostia HS	2	4	2	0.8	0.5	0.05	1	4	2	0.8	0.5	0.05
Ballou HS	2	5	2	1	0.3	0	1	5	3	1	0.3	0
Ballou STAY	0.5	2	2	0.2	0.1	0	0.5	3	2	0.4	0.1	0
Bancroft ES	1	2	3	2.4	0.6	0.1	1	2	3	2.6	0.8	0.4
Bard High School Early College	0.5	2	2	0.1	0.1	0	1	1.5	2	0.2	0.2	0
Barnard ES	1	2	1	2.4	1	0.1	1	1	1	2.6	1	0.2
Beers ES	1	2	0	2.6	2	0.1	1	1	0	3	2	0.1
Benjamin Banneker HS	0	1	3	0.1	0	0	0.5	1	4	0.2	0	0
Boone ES (formerly Orr ES)	1	1	0	1	0.5	0.2	1	1	0	1.8	1	0.05
Brent ES	0.5	1	0	1	0.4	0.1	1	1	0	1	0.6	0.1
Brightwood EC	1	3	4	2.6	0.8	0.1	1	1	3	3	0.6	0.2

School Name	School Year 2020-2021 FTEs						School Year 2021-2022 FTEs					
	Psychologist	Social Work	Counselor	SLP	OT	PT*	Psychologist	Social Work	Counselor	SLP	OT	PT*
Brookland MS	1	3	1	0.5	0.2	0	1	2	1	0.4	0.2	0
Browne EC	1	2	0	1	0.5	0.1	1	2	1	1.6	0.8	0.1
Bruce-Monroe ES @ Park View	1	2	0	1.4	0.4	0	1	1	0	1.6	0.6	0
Bunker Hill ES	0.5	1	0	1	0.6	0.05	1	1	0	1.2	0.7	0.1
Burroughs ES	0.5	1	0	1	0.6	0.05	0.5	1	0	1	0.4	0.05
Burrville ES	0.5	1	0	0.5	0.1	0.05	0.5	1	0	0.8	0.2	0.05
C.W. Harris ES	0.5	2	0	1.2	0.4	0.2	0.5	2	0	1.2	0.4	0.1
Capitol Hill Montessori School @ Logan	1	1	1	0.6	0.6	0	1	1	1	0.6	0.4	0
Cardozo EC	2	8	6	1.8	1	0	2	7	5	2	1	0
Cleveland ES	0.5	2	0	0.6	0.3	0.1	0.5	1	0	0.8	0.2	0.1
Columbia Heights EC (CHEC)	1	5	6	1	0.5	0.05	2	5	10	1	0.4	0
Coolidge HS	1	3	3	0.4	0.5	0.05	1	3	4	0.8	0.4	0.05
Deal MS	1	3.5	3	1	1.2	0.05	1	3.5	3	1	1	0.05
Dorothy Height ES	1	1.5	2	1.6	1	0.4	1	2	2	1.6	1	0.2
Drew ES	0.5	1	0	0.6	0.4	0.05	0.5	1	0	0.6	0.4	0
Dunbar HS	1	3	3	0.8	0.2	0.05	1	3	3	0.8	0.4	0.1
Eastern HS	1.5	5	4	1.4	0.6	0.05	2	4	4	2.2	0.6	0.1
Eaton ES	1	1	0	0.6	0.4	0.05	1	1	0	0.8	0.4	0.05
Eliot-Hine MS	0.5	2	1	0.6	0.8	0.05	0.5	3	0	1	0.6	0.05

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School Name	School Year 2020-2021 FTEs						School Year 2021-2022 FTEs					
	Psychologist	Social Work	Counselor	SLP	OT	PT*	Psychologist	Social Work	Counselor	SLP	OT	PT*
Ellington School of the Arts	0.5	2	2	0.2	0.1	0.05	1	2	2	0.2	0.2	0.1
Excel Academy	0.5	3	1	0.4	0.2	0.1	1	2	1	0.6	0.2	0.1
Garfield ES	1	1	0	1.2	0.8	0.05	1	1	0	1	0.8	0.05
Garrison ES	0.5	1	0	1.4	1	0.1	1	1	0	1.6	1	0.4
H.D. Cooke ES	1	2	1	1.6	1	0	1	1	1	1.6	0.8	0.05
Hardy MS	1	2	1	0.6	0.4	0.05	1	1	1	0.6	0.6	0.05
Hart MS	1	3	1	0.6	0.3	0	1	3	1	0.8	0.4	0
Hearst ES	1	1	0	1.4	1	0.1	1	1	0	1.4	0.8	0.05
Hendley ES	1	2	0	0.8	0.3	0.1	1	2	0	1	0.2	0.1
Houston ES	1	1	0	1.4	0.8	0.2	1	1	0	1.8	1	0.4
Hyde-Addison ES	0.5	1	0	0.4	0.2	0	1	1	0	0.4	0.2	0.1
Ida B. Wells	1	2	1	0.6	0.6	0	1	2	3	1	0.6	0
Inspiring Youth Program	0.5	2	1	0.1	0.1	0	0	0	0	0	0	0
J.O. Wilson ES	1	1	0	2	1	0.05	1	2	0	2	0.8	0.1
Janney ES	1	1	0.5	0.6	1	0.05	1	1	0.5	0.6	1	0.1
Jefferson Academy	1	2	1	0.8	0.6	0	1	3	1	0.8	0.6	0
Johnson, John Hayden MS	1	3	1	0.5	0.2	0.05	1	3	1	0.6	0.2	0
Kelly Miller MS	1	3	1	0.7	0.6	0.05	1	3	1	0.6	0.4	0
Ketcham ES	1	1	0	0.6	0.2	0.1	1	1	0	0.6	0.2	0
Key ES	0.5	0	1	0.4	0.2	0.05	0.5	0	1	0.4	0.4	0.1

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School Name	School Year 2020-2021 FTEs						School Year 2021-2022 FTEs					
	Psychologist	Social Work	Counselor	SLP	OT	PT*	Psychologist	Social Work	Counselor	SLP	OT	PT*
Kimball ES	1	1	0	1.4	0.4	0.05	0.5	1	0	1.2	0.4	0.05
King, M.L. ES	1	1	0	0.6	0.4	0.05	1	1	0	0.8	0.6	0.1
Kramer MS	1	3	1	0.4	0.2	0	1	3	1	0.6	0.4	0
Lafayette ES	1	3	1.5	2	2	0.4	2	3	1.5	2	2	0.4
Langdon ES	1	1	1	1	0.4	0.05	1	1	1	1	0.6	0.1
Langley ES	1	3	0	1.6	1.4	0.05	1	3	0	1.6	1.2	0.2
LaSalle-Backus EC	1	4	0	1	0.6	0	1	3	0	1	0.4	0
Leckie ES	1	2	0	0.6	0.4	0.05	1	2	0	0.6	0.4	0.2
Ludlow-Taylor ES	1	1.5	0	1.5	1.2	0.2	1	1.5	0	1.2	1	0.1
Luke Moore Alternative HS	1	2	1	0.2	0.1	0	1	2	1	0.2	0.2	0
MacFarland MS	0.5	2	3	0.6	0.4	0	1	3	3	0.8	0.2	0
Malcolm X ES	1	1	0	0.6	0.2	0	1	1	0	0.6	0.2	0
Mann ES	0.5	1	0	0.4	0.2	0.05	1	1	0	0.4	0.2	0.1
Marie Reed ES	1	3	1	1.4	0.5	0.05	1	3	1	1.6	0.4	0.1
Maury ES	0.5	2	0	0.6	0.4	0.05	1	1	0	0.8	0.4	0.1
McKinley Technology HS	1	2	3	0.1	0.1	0	1	2	3	0.2	0.2	0
McKinley Technology MS	1	2	1	0.5	0.3	0.05	1	3	2	0.8	0.8	0.1
Military Road Early Learning Center	0	0	0	0	0	0	0.5	0.5	0	0.6	0.4	0

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School Name	School Year 2020-2021 FTEs						School Year 2021-2022 FTEs					
	Psychologist	Social Work	Counselor	SLP	OT	PT*	Psychologist	Social Work	Counselor	SLP	OT	PT*
Miner ES	1	2	0	2	1	0.3	1	2	0	2	1	0.3
Moten ES	0.5	1	0	1	0.4	0.2	0.5	1	0	1	0.4	0.2
Murch ES	0.5	2	1	1.4	1	0.2	1	2	1	1.4	0.8	0.2
Nalle ES	1	1	0	0.6	0.2	0	1	1	0	0.8	0.4	0
Noyes ES	1	1	0	1	0.8	0.2	1	1	0	1.2	0.8	0.05
Oyster-Adams Bilingual School	2	3	2	1	0.6	0.2	2	3	2	1	0.6	0.1
Patterson ES	1	1	0	1.4	1	0.4	1	1	0	1.6	1	0.1
Payne ES	1	2	0	1	0.6	0.2	1	1	0	1	0.6	0.2
Peabody ES (Capitol Hill Cluster)	0.5	0	0	0.4	0.1	0.05	0.5	0	0	0.4	0.2	0
Phelps ACE HS	0.5	1	2	0.2	0.1	0.05	1	1	2	0.2	0.2	0
Plummer ES	1	1.5	0	1.4	0.8	0.05	1	1.5	0	1.4	1	0.1
Powell ES	1	1	3	1.4	0.4	0.05	1	2	3	1.6	0.4	0.05
Randle Highlands ES	1	1	1	0.6	0.4	0	1	1	1	0.6	0.4	0
Raymond EC	1	1	3	1.4	0.6	0.05	1	1	3	2.4	0.6	0.1
Ron Brown College Preparatory HS	1.5	2	2	0.4	0.1	0	1.5	2.5	2	0.4	0.2	0
Roosevelt HS	1	5	5	0.7	0.3	0	1	5	5	0.8	0.3	0
Roosevelt STAY	1	2	4	0.1	0.1	0	1	3	3	0.2	0.1	0
Ross ES	0.5	1	0	0.2	0.2	0	1	1	0	0.2	0.2	0
Savoy ES	1	1	0	1.4	0.5	0.05	1	1	1	2	0.5	0.1

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School Name	School Year 2020-2021 FTEs						School Year 2021-2022 FTEs					
	Psychologist	Social Work	Counselor	SLP	OT	PT*	Psychologist	Social Work	Counselor	SLP	OT	PT*
School Without Walls @ Francis Stevens	0.5	2	2	0.8	0.8	0	1	2	2	0.8	1	0.1
School Without Walls HS	0.5	1	4	0	0	0	1	2	4	0	0.2	0
School-Within-School @ Goding	1	1.5	0	1.4	1.2	1	1	1.5	0	1.4	1.6	0.8
Seaton ES	1	1	1	2	1	0.1	1	2	1	1.8	1	0.05
Shepherd ES	0.5	1	0	0.4	0.2	0	1	1	0	0.4	0.2	0.05
Simon ES	1	1	0	0.6	0.4	0.2	1	1	0	0.8	0.4	0.1
Smothers ES	0.5	1	0	1	0.6	0.2	0.5	1	0	1	0.6	0.4
Sousa MS	1	1.5	1	0.8	0.6	0.05	1	1	1	0.8	0.4	0
Stanton ES	1	2	0	1.6	0.8	0.2	1	2	0	1.8	0.8	0.1
Stoddert ES	0.5	1	1	0.4	0.3	0	1	1	1	0.4	0.4	0
Stuart-Hobson MS (Capitol Hill Cluster)	1	1.5	1	0.8	0.6	0	0	0	2	0.8	0.8	0.05
Takoma EC	1	1	1	1.4	1	0.1	1	1	1	1.4	1	0.1
Thaddeus Stevens Early Learning Center	0.5	0	0	0.4	0.4	0	1	1	0	0.8	0.6	0.05
Thomas ES	1	1	0	2	1.6	0.2	1	1	0	2	1.2	0.2
Thomson ES	0.5	1.5	1	0.6	0.6	0	0.5	2	1	0.6	0.4	0
Truesdell EC	1	4	3	1.4	0.4	0	1	2	3	1.4	0.4	0.05
Tubman ES	1.5	3	2	2	1.6	0.1	1	3	2	2.6	1.6	0.1

School Name	School Year 2020-2021 FTEs						School Year 2021-2022 FTEs					
	Psychologist	Social Work	Counselor	SLP	OT	PT*	Psychologist	Social Work	Counselor	SLP	OT	PT*
Turner ES	1	2	0	1.8	0.6	0.6	1	2	0	2	0.8	0.4
Tyler ES	1	1	1	2	1.2	0.1	1	1	1	2.4	1	0.1
Van Ness ES	1	1	0	1	0.5	0.1	1	1	0	1	0.4	0.1
Walker-Jones EC	1	2	1	1.6	1	0.2	1	2	1	1.6	1	0.1
Washington Metropolitan HS	0	0	0	0	0	0	0	0	0	0	0	0
Watkins ES (Capitol Hill Cluster)	0.5	2	0	0.5	0.4	0.05	0.5	2	0	0.8	0.4	0.1
West EC	0.5	1	1	1	1	0.1	0.5	1	1	1	0.6	0.05
Wheatley EC	1	3	1	0.7	0.2	0	1	3	1	0.6	0.2	0
Whittier EC	1	1	1	1.6	1	0.1	1	1	1	2	1.2	0.1
Wilson HS	2	5	9	0.8	0.6	0.05	2	5	9	1	0.6	0.05
Woodson, H.D. HS	1	4	4	0.5	0.4	0	1.5	4	4	0.6	0.3	0
Youth Services Center	0.5	2	1	0.2	0.1	0	0	0	0	0	0	0

*PT FTE reflects an estimated FTE for each school. There are a total of 12 physical therapists covering schools including River Terrace.

*SLP FTE: Project Search 0.4 FTE, Non-public 1 FTE, ECAT 6 FTE

(b) Caseload of related service providers assigned to the school by discipline;

School Name	School Year 2020-2021 Caseloads							School Year 2021-2022 Caseloads						
	Behavior Support Service	SLP	OT	PT	Adapted PE	Orientation & Mobility	Audiology	Behavior Support Service	SLP	OT	PT	Adapted PE	Orientation & Mobility	Audiology
Aiton ES	12	33	16	N<10	0	0	0	11	38	17	N<10	0	0	0
Amidon-Bowen ES	17	43	20	N<10	0	0	0	23	37	18	N<10	0	0	0
Anacostia HS	61	33	23	N<10	N<10	0	N<10	63	35	22	N<10	0	0	N<10

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School Name	School Year 2020-2021 Caseloads							School Year 2021-2022 Caseloads						
	Behavior Support Service	SLP	OT	PT	Adapted PE	Orientation & Mobility	Audiology	Behavior Support Service	SLP	OT	PT	Adapted PE	Orientation & Mobility	Audiology
Ballou HS	92	41	18	0	0	N<10	0	77	39	29	0	0	0	0
Ballou STAY	62	15	N<10	0	0	0	0	58	14	N<10	0	0	0	0
Bancroft ES	17	64	23	N<10	N<10	0	0	16	74	30	N<10	0	0	1
Bard High School Early College	N<10	N<10	N<10	0	0	0	0	12	4	N<10	0	0	0	0
Barnard ES	10	71	34	N<10	0	N<10	0	10	74	35	N<10	0	N<10	0
Beers ES	N<10	75	45	N<10	N<10	0	0	N<10	73	49	N<10	N<10	0	0
Benjamin Banneker HS	N<10	N<10	0	0	0	0	0	N<10	0	0	0	0	0	0
Boone ES (formerly Orr ES)	17	42	15	N<10	N<10	0	0	14	53	28	N<10	N<10	N<10	0
Brent ES	N<10	36	12	N<10	0	0	0	N<10	31	12	N<10	0	0	0
Brightwood EC	35	75	24	N<10	0	0	0	28	87	29	N<10	0	0	0
Brookland MS	23	19	15	0	0	0	0	28	18	16	0	0	0	0
Browne EC	21	41	20	N<10	0	0	0	20	49	26	N<10	0	0	N<10
Bruce-Monroe ES @ Park View	N<10	50	16	0	0	0	N<10	N<10	49	12	0	0	0	0
Bunker Hill ES	12	40	16	N<10	0	0	0	4	43	24	N<10	0	0	0
Burroughs ES	N<10	41	19	N<10	0	0	0	N<10	32	12	N<10	0	0	0
Burrville ES	N<10	20	N<10	N<10	0	0	0	N<10	18	N<10	N<10	0	0	0
C.W. Harris ES	N<10	38	15	N<10	N<10	0	0	10	38	16	N<10	N<10	0	0
Capitol Hill Montessori School @ Logan	22	21	12	0	0	0	0	17	23	11	0	0	0	0
Cardozo EC	101	75	48	0	N<10	0	N<10	107	65	40	0	N<10	0	N<10
Cleveland ES	N<10	24	N<10	N<10	0	0	0	N<10	25	N<10	N<10	0	0	0
Columbia Heights EC (CHEC)	89	40	21	N<10	N<10	N<10	N<10	103	41	23	0	0	0	N<10
Coolidge HS	53	23	15	N<10	0	0	N<10	52	36	17	N<10	0	0	N<10

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School Name	School Year 2020-2021 Caseloads							School Year 2021-2022 Caseloads						
	Behavior Support Service	SLP	OT	PT	Adapted PE	Orientation & Mobility	Audiology	Behavior Support Service	SLP	OT	PT	Adapted PE	Orientation & Mobility	Audiology
Deal MS	82	41	42	N<10	N<10	0	N<10	79	45	43	N<10	N<10	0	N<10
Dorothy Height ES	23	51	29	10	N<10	N<10	0	20	47	27	N<10	N<10	0	0
Drew ES	12	31	11	N<10	0	0	0	N<10	17	N<10	0	0	0	0
Dunbar HS	77	41	24	N<10	0	N<10	0	99	41	22	N<10	0	N<10	0
Eastern HS	115	66	30	N<10	N<10	0	N<10	120	79	48	N<10	N<10	0	N<10
Eaton ES	11	18	10	N<10	N<10	0	0	13	30	16	N<10	N<10	0	0
Eliot-Hine MS	34	30	25	N<10	N<10	0	N<10	28	44	32	N<10	N<10	0	0
Ellington School of the Arts	24	N<10	N<10	N<10	0	N<10	0	23	5	N<10	N<10	N<10	N<10	N<10
Excel Academy	23	17	N<10	N<10	0	0	0	12	17	N<10	N<10	0	0	0
Garfield ES	13	47	25	N<10	0	0	0	N<10	41	26	N<10	0	0	0
Garrison ES	13	41	27	N<10	0	N<10	0	N<10	51	29	N<10	0	N<10	0
H.D. Cooke ES	29	57	26	0	N<10	0	N<10	26	57	28	N<10	0	0	N<10
Hardy MS	37	27	26	N<10	N<10	N<10	N<10	25	21	17	N<10	N<10	0	N<10
Hart MS	47	26	20	0	0	0	0	41	33	24	N<10	0	0	0
Hearst ES	13	38	28	N<10	N<10	0	0	11	33	21	N<10	N<10	0	0
Hendley ES	14	32	12	N<10	0	0	0	15	27	10	N<10	0	0	0
Houston ES	19	51	29	N<10	0	0	0	22	56	34	N<10	0	0	0
Hyde-Addison ES	11	14	N<10	0	0	0	N<10	N<10	20	N<10	N<10	0	0	N<10
Ida B. Wells	41	31	23	0	0	N<10	N<10	46	17	33	0	0	0	N<10
Inspiring Youth Program	25	N<10	N<10	0	0	0	0	0	0	0	0	0	0	0
J.O. Wilson ES	20	71	29	N<10	N<10	N<10	N<10	20	65	30	N<10	0	N<10	N<10
Janney ES	16	20	25	N<10	0	0	0	17	20	23	N<10	0	0	0
Jefferson Academy	56	34	34	0	0	0	N<10	49	35	24	0	0	0	N<10
Johnson, John Hayden MS	41	23	10	N<10	0	0	N<10	45	29	15	0	0	0	N<10
Kelly Miller MS	49	35	21	N<10	N<10	0	N<10	37	20	12	0	0	0	0

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School Name	School Year 2020-2021 Caseloads							School Year 2021-2022 Caseloads						
	Behavior Support Service	SLP	OT	PT	Adapted PE	Orientation & Mobility	Audiology	Behavior Support Service	SLP	OT	PT	Adapted PE	Orientation & Mobility	Audiology
Ketcham ES	10	28	N<10	N<10	0	0	0	N<10	21	N<10	0	0	0	0
Key ES	N<10	14	10	N<10	0	0	0	N<10	10	N<10	N<10	0	0	0
Kimball ES	15	44	13	N<10	0	0	0	18	39	N<10	N<10	0	0	0
King, M.L. ES	13	26	15	N<10	0	0	0	12	32	18	N<10	N<10	0	0
Kramer MS	29	16	14	0	0	0	0	40	37	21	0	0	0	0
Lafayette ES	35	60	48	16	N<10	0	N<10	33	61	47	15	N<10	0	N<10
Langdon ES	13	35	15	N<10	0	0	0	N<10	32	15	N<10	0	0	0
Langley ES	31	53	37	N<10	N<10	0	0	25	48	31	N<10	N<10	0	0
LaSalle-Backus EC	19	25	13	0	0	0	0	13	23	N<10	0	0	0	0
Leckie ES	15	22	N<10	N<10	0	0	0	16	18	10	N<10	0	0	0
Ludlow-Taylor ES	11	50	34	N<10	N<10	0	0	N<10	41	29	N<10	N<10	0	N<10
Luke Moore Alternative HS	62	N<10	N<10	0	0	0	0	47	9	N<10	0	0	0	0
MacFarland MS	35	35	12	0	0	0	0	36	30	14	0	0	N<10	N<10
Malcolm X ES	13	23	10	0	0	0	0	10	22	10	0	0	0	0
Mann ES	N<10	14	N<10	N<10	N<10	0	N<10	N<10	14	N<10	N<10	N<10	0	0
Marie Reed ES	26	38	12	N<10	0	0	0	17	41	16	N<10	0	0	0
Maury ES	N<10	26	N<10	N<10	0	0	0	11	33	10	N<10	0	0	0
McKinley Technology HS	N<10	N<10	N<10	0	0	0	0	N<10	3	N<10	0	0	N<10	0
McKinley Technology MS	36	27	21	N<10	N<10	0	N<10	39	36	30	0	N<10	0	N<10
Military Road Early Learning Center	0	0	0	0	0	0	0	N<10	9	N<10	0	0	0	0
Miner ES	26	66	29	N<10	N<10	0	N<10	20	60	27	N<10	N<10	0	N<10
Moten ES	10	36	13	N<10	0	0	0	N<10	32	14	N<10	0	0	0
Murch ES	31	39	24	N<10	0	0	N<10	21	42	24	N<10	N<10	0	0
Nalle ES	18	31	N<10	0	0	0	0	18	36	11	0	0	0	0

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School Name	School Year 2020-2021 Caseloads							School Year 2021-2022 Caseloads						
	Behavior Support Service	SLP	OT	PT	Adapted PE	Orientation & Mobility	Audiology	Behavior Support Service	SLP	OT	PT	Adapted PE	Orientation & Mobility	Audiology
Noyes ES	13	30	20	N<10	N<10	0	0	16	41	23	N<10	0	0	0
Oyster-Adams Bilingual School	32	33	14	N<10	0	0	N<10	32	29	N<10	N<10	0	0	N<10
Patterson ES	N<10	48	29	10	0	0	0	10	48	32	N<10	0	0	0
Payne ES	29	31	18	N<10	N<10	0	10	25	32	13	N<10	N<10	N<10	N<10
Peabody ES (Capitol Hill Cluster)	0	10	N<10	0	0	0	0	N<10	10	N<10	0	0	0	0
Phelps ACE HS	24	N<10	N<10	N<10	N<10	0	0	24	8	N<10	0	0	0	0
Plummer ES	10	41	26	N<10	0	0	N<10	N<10	44	24	N<10	0	N<10	N<10
Powell ES	N<10	44	15	N<10	0	N<10	N<10	N<10	41	12	N<10	N<10	N<10	N<10
Randle Highlands ES	N<10	28	11	0	0	0	0	N<10	28	13	0	0	0	0
Raymond EC	14	45	17	N<10	0	0	N<10	14	68	26	N<10	0	0	N<10
Ron Brown College Preparatory HS	41	10	N<10	0	0	0	0	42	10	N<10	0	0	0	0
Roosevelt HS	76	39	19	0	0	0	0	84	45	21	0	0	0	0
Roosevelt STAY	77	N<10	N<10	0	0	0	0	57	10	N<10	0	0	0	0
Ross ES	N<10	N<10	N<10	0	0	0	0	N<10	6	N<10	0	0	0	0
Savoy ES	13	47	22	N<10	0	0	N<10	16	60	30	N<10	0	0	N<10
School Without Walls @ Francis Stevens	37	32	27	0	N<10	N<10	0	31	31	31	N<10	N<10	N<10	0
School Without Walls HS	N<10	0	N<10	0	0	N<10	0	N<10	0	N<10	0	0	N<10	0
School-Within-School @ Goding	17	48	26	13	N<10	N<10	N<10	15	49	33	14	N<10	0	N<10
Seaton ES	13	63	31	N<10	N<10	0	N<10	12	53	25	N<10	0	0	0
Shepherd ES	N<10	N<10	N<10	0	0	0	0	N<10	11	N<10	N<10	0	0	0

*Responses to FY21 Performance Oversight Questions
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School Name	School Year 2020-2021 Caseloads							School Year 2021-2022 Caseloads						
	Behavior Support Service	SLP	OT	PT	Adapted PE	Orientation & Mobility	Audiology	Behavior Support Service	SLP	OT	PT	Adapted PE	Orientation & Mobility	Audiology
Simon ES	11	24	N<10	N<10	0	0	0	N<10	33	13	N<10	0	0	0
Smothers ES	N<10	37	15	N<10	0	0	0	N<10	40	23	N<10	N<10	0	0
Sousa MS	34	44	27	N<10	0	0	0	23	27	18	0	0	0	N<10
Stanton ES	N<10	53	24	N<10	0	0	N<10	12	58	27	N<10	0	0	N<10
Stoddert ES	10	12	11	0	0	0	0	10	13	10	0	0	0	0
Stuart-Hobson MS (Capitol Hill Cluster)	33	31	25	0	0	0	N<10	0	33	29	N<10	N<10	0	0
Takoma EC	15	51	26	N<10	0	N<10	0	N<10	55	30	N<10	0	0	0
Thaddeus Stevens Early Learning Center	0	14	13	0	0	0	0	N<10	17	N<10	N<10	0	0	0
Thomas ES	15	62	41	N<10	0	0	0	11	54	32	N<10	0	0	0
Thomson ES	N<10	22	12	0	0	0	N<10	N<10	23	N<10	0	0	0	0
Truesdell EC	26	52	14	0	0	0	0	24	53	16	N<10	N<10	0	0
Tubman ES	21	68	34	N<10	N<10	0	0	26	78	30	N<10	0	0	0
Turner ES	27	58	20	11	0	0	N<10	27	66	23	N<10	0	0	N<10
Tyler ES	22	70	41	N<10	0	0	N<10	20	68	37	N<10	0	0	0
Van Ness ES	13	28	N<10	N<10	0	0	0	13	29	10	N<10	0	0	0
Walker-Jones EC	31	62	37	N<10	0	0	0	28	58	36	N<10	0	0	N<10
Washington Metropolitan HS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Watkins ES (Capitol Hill Cluster)	16	17	12	N<10	0	0	0	13	26	15	N<10	0	0	0
West EC	14	38	24	N<10	0	0	0	17	43	24	N<10	0	0	0
Wheatley EC	16	23	N<10	0	0	0	0	15	13	N<10	0	0	0	0
Whittier EC	12	54	33	N<10	0	0	0	N<10	57	34	N<10	0	0	0
Wilson HS	124	45	33	N<10	0	0	N<10	117	51	45	N<10	N<10	0	N<10

School Name	School Year 2020-2021 Caseloads							School Year 2021-2022 Caseloads						
	Behavior Support Service	SLP	OT	PT	Adapted PE	Orientation & Mobility	Audiology	Behavior Support Service	SLP	OT	PT	Adapted PE	Orientation & Mobility	Audiology
Woodson, H.D. HS	67	33	20	0	N<10	0	0	63	35	18	0	N<10	0	0
Youth Services Center	24	N<10	N<10	0	0	0	0	0	0	0	0	0	0	0

(c) Number of special education teachers assigned to the school;

School Name	Special Education Program Teachers*	
	School Year 2020-2021	School Year 2021-2022
Aiton ES	3	3
Amidon-Bowen ES	2	2
Anacostia HS	8	8
Ballou HS	6	6
Ballou STAY	2	2
Bancroft ES	3	3
Bard High School Early College	0	0
Barnard ES	3	3
Beers ES	5	6
Benjamin Banneker HS	0	0
Boone ES (formerly Orr ES)	3	3
Brent ES	0	0
Brightwood EC	2	3
Brookland MS	2	2
Browne EC	3	3
Bruce-Monroe ES @ Park View	0	0
Bunker Hill ES	3	3
Burroughs ES	3	3
Burrville ES	0	0

School Name	Special Education Program Teachers*	
	School Year 2020-2021	School Year 2021-2022
C.W. Harris ES	4	3
Capitol Hill Montessori School @ Logan	0	0
Cardozo EC	10	10
Cleveland ES	3	0
Columbia Heights EC (CHEC)	1	1
Coolidge HS	4	4
Deal MS	2	2
Dorothy Height ES	4	3
Drew ES	2	3
Dunbar HS	4	4
Eastern HS	7	7
Eaton ES	1	1
Eliot-Hine MS	4	2
Ellington School of the Arts	0	0
Excel Academy	3	3
Garfield ES	3	3
Garrison ES	3	3
H.D. Cooke ES	3	3
Hardy MS	3	3
Hart MS	4	4
Hearst ES	3	3
Hendley ES	0	0
Houston ES	6	6
Hyde-Addison ES	0	0
Ida B. Wells	3	3
Inspiring Youth Program	0	0
J.O. Wilson ES	3	4
Janney ES	0	0

School Name	Special Education Program Teachers*	
	School Year 2020-2021	School Year 2021-2022
Jefferson Academy	3	3
Johnson, John Hayden MS	2	4
Kelly Miller MS	4	4
Ketcham ES	0	0
Key ES	0	0
Kimball ES	0	0
King, M.L. ES	3	3
Kramer MS	3	4
Lafayette ES	3	5
Langdon ES	3	3
Langley ES	6	5
LaSalle-Backus EC	4	2
Leckie ES	1	2
Ludlow-Taylor ES	4	4
Luke Moore Alternative HS	0	2
MacFarland MS	2	2
Malcolm X ES	2	2
Mann ES	0	0
Marie Reed ES	2	2
Maurry ES	0	0
McKinley Technology HS	0	0
McKinley Technology MS	3	3
Military Road Early Learning Center	0	2
Miner ES	5	4
Moten ES	1	1
Murch ES	3	3
Nalle ES	1	1
Noyes ES	4	4

School Name	Special Education Program Teachers*	
	School Year 2020-2021	School Year 2021-2022
Oyster-Adams Bilingual School	1	0
Patterson ES	6	4
Payne ES	5	5
Peabody ES (Capitol Hill Cluster)	0	0
Phelps ACE HS	0	0
Plummer ES	3	3
Powell ES	1	1
Randle Highlands ES	0	0
Raymond EC	3	3
Ron Brown College Preparatory HS	0	0
Roosevelt HS	5	5
Roosevelt STAY	0	0
Ross ES	0	0
Savoy ES	3	4
School Without Walls @ Francis Stevens	3	3
School Without Walls HS	1	0
School-Within-School @ Goding	5	6
Seaton ES	4	4
Shepherd ES	0	1
Simon ES	2	2
Smothers ES	4	3
Sousa MS	2	4
Stanton ES	4	3
Stoddert ES	0	0
Stuart-Hobson MS (Capitol Hill Cluster)	2	4
Takoma EC	4	4
Thaddeus Stevens Early Learning Center	3	3
Thomas ES	6	4

School Name	Special Education Program Teachers*	
	School Year 2020-2021	School Year 2021-2022
Thomson ES	0	0
Truesdell EC	1	2
Tubman ES	4	3
Turner ES	2	2
Tyler ES	5	4
Van Ness ES	0	0
Walker-Jones EC	4	4
Washington Metropolitan HS	2	N/A
Watkins ES (Capitol Hill Cluster)	0	0
West EC	2	4
Wheatley EC	1	2
Whittier EC	5	6
Wilson HS	6	6
Woodson, H.D. HS	4	5
Youth Services Center	0	0

**Teacher counts reflect the number of teachers allocated to schools by DSI; additional teachers may have been purchased by schools, repurposed by schools, or given by DSI during the budget petition process.*

(d) Physical resources to support special education students (e.g., occupational therapyrooms, de-escalation spaces, hydrotherapy rooms, etc.)

School Name	Physical Resources*
Anacostia HS	De-escalation Space
Ballou HS	De-escalation space
Brookland MS	De-escalation space
C.W. Harris ES	De-escalation space
Cleveland ES	De-escalation space
Columbia Heights EC (CHEC)	De-escalation space
Coolidge HS	De-escalation space

School Name	Physical Resources*
Dunbar HS	De-escalation space
Garrison ES	De-escalation space
Hart MS	De-escalation space
Hendley ES	De-escalation space
J.O. Wilson ES	De-escalation space
Jefferson Academy	De-escalation space
Johnson, John Hayden MS	De-escalation space
Kelly Miller MS	De-escalation space
Ketcham ES	De-escalation space
Kramer MS	De-escalation space
Langley ES	De-escalation space
Marie Reed ES	De-escalation space
McKinley Technology HS	De-escalation space
McKinley Technology MS	De-escalation space
Miner ES	De-escalation space
Moten ES	De-escalation space
Nalle ES	De-escalation space
Noyes ES	De-escalation space
Oyster-Adams Bilingual School	De-escalation space
Patterson ES	De-escalation space
Payne ES	De-escalation space
Phelps ACE HS	De-escalation space
Plummer ES	De-escalation space
School Without Walls @ Francis Stevens	De-escalation space
School-Within-School @ Goding	De-escalation space
Thomas ES	De-escalation space
Turner ES	De-escalation space
Van Ness ES	De-escalation space
Walker-Jones EC	De-escalation space

School Name	Physical Resources*
Woodson, H.D. HS	De-escalation space

**DCPS does not build specific spaces at schools for occupational therapy; these services are provided in spaces throughout school buildings*

(e) Whether the school is wheelchair-accessible; and

School Name	Has Elevator?*
Aiton ES	Yes
Amidon-Bowen ES	Yes
Anacostia HS	Yes
Ballou HS	Yes
Ballou STAY	Yes
Bancroft ES	Yes
Bard High School Early College @ Davis	Yes
Barnard ES	Yes
Beers ES	Yes
Benjamin Banneker HS	Yes
Boone ES (formerly Orr ES)	Yes
Brent ES	Yes
Brightwood EC	Yes
Brookland MS	Yes
Browne EC	Yes
Bruce-Monroe ES @ Park View	Yes
Bunker Hill ES	No
Burroughs ES	No
Burrville ES	Yes
C.W. Harris ES	Yes
Capitol Hill Montessori School @ Logan	Yes
Cardozo EC	Yes
Cleveland ES	Yes

School Name	Has Elevator?*
Columbia Heights EC (CHEC)	Yes
Coolidge HS	Yes
Deal MS	Yes
Dorothy Height ES	Yes
Drew ES	Yes
Dunbar HS	Yes
Eastern HS	Yes
Eaton ES	Yes
Eliot-Hine MS	Yes
Ellington School of the Arts	Yes
Excel Academy	Yes
Garfield ES	No
Garrison ES	Yes
H.D. Cooke ES	Yes
Hardy MS	Yes
Hart MS	In progress
Hearst ES	Yes
Hendley ES	Yes
Houston ES	Yes
Hyde-Addison ES	Yes
Ida B. Wells	Yes
Inspiring Youth Program	Yes
J.O. Wilson ES	Yes
Janney ES	Yes
Jefferson Academy	Yes
Johnson, John Hayden MS	Yes
Kelly Miller MS	Yes
Ketcham ES	Yes
Key ES	Yes
Kimball ES	Yes

School Name	Has Elevator?*
King, M.L. ES	Yes
Kramer MS	Yes
Lafayette ES	Yes
Langdon ES	Yes
Langley ES	In progress
LaSalle-Backus EC	Yes
Leckie ES	Yes
Ludlow-Taylor ES	Yes
Luke Moore Alternative HS	Yes
MacFarland MS	Yes
Malcolm X ES	In progress
Mann ES	Yes
Marie Reed ES	Yes
Maury ES	Yes
McKinley Technology HS	Yes
McKinley Technology MS	Yes
Military Road Early Learning Center	Yes
Miner ES	Yes
Moten ES	Yes
Murch ES	Yes
Nalle ES	No
Noyes ES	Yes
Oyster-Adams Bilingual School	Yes
Patterson ES	Yes
Payne ES	Yes
Peabody ES (Capitol Hill Cluster)	Yes
Phelps ACE HS	Yes
Plummer ES	Yes
Powell ES	Yes
Randle Highlands ES	Yes

School Name	Has Elevator?*
Raymond ES @ Meyer	No
Ron Brown College Preparatory HS	Yes
Roosevelt HS	Yes
Roosevelt STAY	Yes
Ross ES	Yes
Savoy ES	Yes
School Without Walls @ Francis Stevens	Yes
School Without Walls HS	Yes
School-Within-School @ Goding	Yes
Seaton ES	Yes
Shepherd ES	Yes
Simon ES	Yes
Smothers ES @ Kenilworth	In progress
Sousa MS	Yes
Stanton ES	Yes
Stoddert ES	Yes
Stuart-Hobson MS (Capitol Hill Cluster)	Yes
Takoma EC	Yes
Thaddeus Stevens Early Learning Center	Yes
Thomas ES	No
Thomson ES	Yes
Truesdell ES	No
Tubman ES	Yes
Turner ES	Yes
Tyler ES	No
Van Ness ES	Yes
Walker-Jones ES	Yes
Washington Metropolitan HS	No

School Name	Has Elevator?*
Watkins ES (Capitol Hill Cluster)	Yes
West ES	Yes
Wheatley ES	Yes
Whittier ES	In progress
Wilson HS	Yes
Woodson, H.D. HS	Yes
Youth Services Center	Yes

**Elevator list current as of January 2022*

(f) Number of inclusion teachers allocated to each school.

School Name	Inclusion/Resource Teachers*	
	School Year 2020-2021	School Year 2021-2022
Aiton ES	3	3
Amidon-Bowen ES	5	4
Anacostia HS	6	6
Ballou HS	9	12
Ballou STAY	8	8
Bancroft ES	7	7
Bard High School Early College	2	2
Barnard ES	4	5
Beers ES	4	4
Benjamin Banneker HS	1	1
Boone ES (formerly Orr ES)	3	3
Brent ES	4	4
Brightwood EC	9	9
Brookland MS	7	7
Browne EC	7	7
Bruce-Monroe ES @ Park View	4	4

School Name	Inclusion/Resource Teachers*	
	School Year 2020-2021	School Year 2021-2022
Bunker Hill ES	3	3
Burroughs ES	4	3
Burrville ES	3	3
C.W. Harris ES	3	3
Capitol Hill Montessori School @ Logan	4	4
Cardozo EC	12	12
Cleveland ES	4	3
Columbia Heights EC (CHEC)	22	22
Coolidge HS	7	9
Deal MS	15	15
Dorothy Height ES	4	4
Drew ES	3	3
Dunbar HS	9	10
Eastern HS	14	14
Eaton ES	3	3
Eliot-Hine MS	5	6
Ellington School of the Arts	3	4
Excel Academy	5	5
Garfield ES	3	3
Garrison ES	4	4
H.D. Cooke ES	4	4
Hardy MS	6	6
Hart MS	6	6
Hearst ES	3	3
Hendley ES	4	4
Houston ES	3	3
Hyde-Addison ES	3	3
Ida B. Wells	6	7

School Name	Inclusion/Resource Teachers*	
	School Year 2020-2021	School Year 2021-2022
Inspiring Youth Program	5	5
J.O. Wilson ES	6	5
Janney ES	6	6
Jefferson Academy	5	6
Johnson, John Hayden MS	6	6
Kelly Miller MS	7	7
Ketcham ES	4	4
Key ES	3	3
Kimball ES	4	4
King, M.L. ES	3	3
Kramer MS	6	6
Lafayette ES	6	6
Langdon ES	3	3
Langley ES	4	4
LaSalle-Backus EC	4	4
Leckie ES	6	6
Ludlow-Taylor ES	3	3
Luke Moore Alternative HS	8	8
MacFarland MS	11	11
Malcolm X ES	3	3
Mann ES	3	3
Marie Reed ES	5	5
Maury ES	4	4
McKinley Technology HS	2	2
McKinley Technology MS	5	5
Military Road Early Learning Center	0	2
Miner ES	4	4
Moten ES	4	4

School Name	Inclusion/Resource Teachers*	
	School Year 2020-2021	School Year 2021-2022
Murch ES	5	5
Nalle ES	4	4
Noyes ES	3	3
Oyster-Adams Bilingual School	7	7
Patterson ES	3	3
Payne ES	3	3
Peabody ES (Capitol Hill Cluster)	1	1
Phelps ACE HS	4	5
Plummer ES	3	3
Powell ES	6	6
Randle Highlands ES	5	5
Raymond EC	5	5
Ron Brown College Preparatory HS	7	7
Roosevelt HS	10	10
Roosevelt STAY	10	10
Ross ES	2	2
Savoy ES	3	3
School Without Walls @ Francis Stevens	7	6
School Without Walls HS	1	1
School-Within-School @ Goding	4	4
Seaton ES	3	3
Shepherd ES	2	2
Simon ES	3	3
Smothers ES	3	3
Sousa MS	7	7
Stanton ES	4	4
Stoddert ES	3	3

School Name	Inclusion/Resource Teachers*	
	School Year 2020-2021	School Year 2021-2022
Stuart-Hobson MS (Capitol Hill Cluster)	7	7
Takoma EC	4	4
Thaddeus Stevens Early Learning Center	2	2
Thomas ES	3	3
Thomson ES	3	3
Truesdell EC	5	5
Tubman ES	6	6
Turner ES	5	6
Tyler ES	5	5
Van Ness ES	4	4
Walker-Jones EC	6	6
Washington Metropolitan HS	0	N/A
Watkins ES (Capitol Hill Cluster)	3	4
West EC	3	3
Wheatley EC	8	8
Whittier EC	5	5
Wilson HS	17	19
Woodson, H.D. HS	9	9
Youth Services Center	5	5

**Teacher counts reflect the number of teachers allocated to schools by DSI; additional teachers may have been purchased by schools, repurposed by schools, or given by DSI during the budget petition process.*

83. For SY20-21 and SY21-22 (through January 31), please provide the number of students with IEPs in each of the following categories: 1) Students attending DCPS, 2) Students attending charter schools for which DCPS is the LEA, 3) Students attending non-public programs whose LEA is DCPS, and 4) Students attending residential treatment centers or psychiatric residential treatment facilities whose LEA is DCPS.

The table below outlines the number of students with IEPs in each category.

	School Year 2020-2021	School Year 2021-2022
DCPS	7,740	7,399
Dependent Charter	239	~Pending OSSE data
Non-Public	391	320
Residential	26	14
Private / Religious	54	~Pending OSSE data

**Student counts based on audited enrollment from 10/5/2020 and 10/5/2021*

~Counts are pending audit data from OSSE (see Data Request #2852)

84. How many developmental screenings did the Early Stages program conduct in SY20-21 and SY21-22(through January 31)? How many were recommended for further evaluation?

This data is based on the fiscal year timeline (October 1 through September 30), which Early Stages uses instead of a school year, since the program runs and measures performance over twelve months. In cases where a current screening already exists, Early Stages uses that screening process and may analyze additional data to determine whether further evaluation is recommended. Developmental screenings for DCPS-enrolled children are primarily conducted by teachers in schools. Early Stages tracks this work and includes it in reporting for the sake of consistency with historical reporting to Council on this question.

FY21: 3,786 students screened. Of these, 761 (20.1%) were recommended for further evaluation.

FY22 to date: 1,247 students screened. Of these, 197 (15.8%) were recommended for further evaluation (data through the end of December 2021).

(a) Please list the timeframe it took to complete the evaluations (i.e. the number and percentage of evaluations that were completed within 60 days, 90 days, 120 days, and the total that took longer than 120 days.)

Please note that the data below are comprehensive raw data for child find referrals completed through Early Stages, including children delayed due to issues of parental engagement. 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. Additionally, there were some evaluations that were delayed per an agreement between the LEA and the parent in response to the COVID-19 pandemic.

School Year	Within 60 days	Within 90 days	Within 120 days	Over 120 days
FY21	368	67	27	24
FY22 (Oct-Dec)	102	12	N<10	N<10

(b) Please describe to what extent this work has been impacted.

The pandemic has posed a consistent challenge to the timely evaluation of children during this reporting period. In FY21, the vast majority of Early Stages evaluations took place virtually. While effective at keeping the process moving forward, virtual evaluations introduced challenges with technology, distractions in the testing environment, successful execution of testing activities, and child/parent participation. These factors resulted in a substantial drop in the percentage of evaluations completed in one appointment. The need to use two or more appointments to complete an evaluation when one was sufficient in the past had a negative impact on the availability of timely evaluation appointments across the system. In FY22, when Early Stages resumed full in-person operations, there was an uptick in cancellations and no shows due to child or parent requirements to quarantine and general concerns related to COVID. During both FY21 and FY22, Early Stages also experienced staffing challenges related to employees' need to care for children or elders whose situations required them to be home, impacting their availability to telework. When returning in person, staff members have faced unexpected shifts in childcare availability, often requiring them to take leave with little notice. Finally, there have been several instances of staff having to quarantine or take leave due to their own COVID exposure. These staffing factors led to reduced flexibility in scheduling, extended time to the next available appointment, and canceled appointments, when last-minute coverage could not be arranged.

85. Please describe DCPS' efforts in SY20-21 and SY21-22 (through January 31), to implement the provisions of the Enhanced Special Education Services Amendment Act of 2014 as it pertains to transition planning beginning at 14 years old and the identification of appropriate adult services at least one year prior to a students' completion of school.

Transition Planning Beginning at Age 14

During School Year 2020-2021, DCPS' Division of Specialized Instruction (DSI) provided professional development to all middle school teachers on how to write compliant transition plans for middle school students ages 13 and 14 years old. The Secondary Transition team has a Coordinator assigned to support and train middle school case managers with transition plan writing. The coordinator visited each middle school monthly to provide in-person training and technical assistance. Additionally, training was provided via Teams through weekly office hours and individually to teachers and schools who request training.

During School Year 2021-2022, the coordinator meets with case managers throughout the week to provide individualized technical assistance. Individual sessions with case managers typically focus on navigating the transition plan template in Special Education Data System (SEDS) and assistance with identifying appropriate transition assessment instruments for students with low-incidence disabilities.

The DCPS Transition Coordinator also monitors districtwide data on the implementation of transition plans for students ages 13 and 14 years old. The coordinator compiles districtwide reports every two weeks, and the data is shared monthly with LEA representatives to ensure

implementation is occurring at the school level in alignment with the provisions of the Enhanced Special Education Services Amendment Act of 2014. Illustrated in the tables below is the DCPS implementation rate for each middle school age group by for School Years 2020-2021 and 2021-2022.

School Year 2020-2021 Implementation Rate Data*			
LRE Setting	13-year-old Rate	14-year-old Rate	Districtwide Rate (13-14-year old)
DCPS	82%	93%	88.2%
Non-Public	55%	91.8%	77.1%
St. Coletta	90%	100%	94%

**The above data is for School Year 2020-2021*

School Year 2021-2022 Implementation Rate Data*			
LRE Setting	13-year-old Rate	14-year-old Rate	Districtwide Rate (13-14-year old)
DCPS	68.7%	90.5%	79.4%
Non-Public	52%	95%	78.4%
St. Coletta	100%	95.2%	96.7%

**The above table reflects data as of December 4, 2021*

Identification of Appropriate Adult Services

The Division of Specialized Instruction (DSI) Secondary Transition Team partners with the DC Department on Disability Services' Rehabilitation Services Administration (DDS-RSA) to identify appropriate adult services for students prior to exiting high school. In response to the Secondary Transition requirement outlined in the DCMR, the DSI Transition team is utilizing the following timeline for referring students with disabilities to adult services: (a) grade 11 students are referred to adult services by 03/31 during their junior year in high school, and (b) grade 12 students are referred to adult services by 11/30 if they missed the referral window during their junior year in high school. To ensure that all DCPS staff are familiar with the DCMR requirement of "including a statement of inter-agency responsibilities or any needed linkages before the child leaves the school setting," the DSI Transition team made training available on the legal requirement to all secondary special education teachers on District-led professional development days. Additionally, RSA counselors and DCPS Transition staff attend IEP meetings, at the parents' request, for grades 11 and 12 students to discuss the students' need for adult services and community-based supports.

86. Please describe to what extent this work has been impacted by the COVID-19 pandemic and the transition to distance learning.

In response to the shift to distance learning, DCPS immediately engaged organizations and businesses to provide virtual pre-employment transition services. However, students with interests in fields that require in-person development (industries such as medicine, hospitality, etc.) and students who benefit from hands-on skill development were impacted by the distance learning posture. For some students and caregivers, the Covid-19 pandemic led to apprehension about the safety of community-based career readiness experiences, resulting in an unwillingness to engage in job placement services or in-person internships following the return to in-person learning. Some community-based agencies and organizations have expressed limited or no hosting capacity due to Covid restrictions, resulting in reduced career readiness opportunities for Transition-aged youth. Previous partners, such as the DC Veteran Affairs Medical Center, remain closed to our students to date, and other previous partners, such as Embassy Suites Convention Center DC and Capital Hilton, have suspended internship opportunities indefinitely to our students due to reduced operating capacity.

87. DCPS operates the Luke C. Moore Academy, Washington Met, Youth Engagement Academy, BallouSTAY, Roosevelt STAY and Twilight programs for students who are over age and under credited. Foreach location, please list in table form:

(a) Number of students were enrolled in each program in SY17-18, SY18-19, SY19-20, SY20-21, and SY21-22 (through January 31);

School Name	SY21-22	SY20-21	SY19-20	SY18-19	SY17-18
Ballou STAY	387	467	421	524	495
Luke C. Moore HS	303	217	254	288	251
Roosevelt STAY	686	606	752	648	515
Wash Met HS	N/A	N/A	129	136	195
Twilight*	N/A	N/A	N/A	N<10	80

**The Twilight program was restructured in SY 2019-20 to operate as an option for students to earn original credits required for graduation outside of traditional school hours, in addition to participating in all classes during the school day. It is no longer a stand-alone or separate program from the traditional school.*

(b) Number of students have successfully graduated in SY17-18, SY18-19, SY19-20, SY20-21, and SY21-22 (through January 31);

School Name	SY21-22 (as of 12/14)	SY20 -21	SY1 9-20	SY18-19	SY17-18
Ballou STAY	0	43	50	97	97
Luke C. Moore HS	N<10	28	58	63	59
Roosevelt STAY	0	41	72	70	84
Wash Met HS	N/A	N/A	N<10	31	18
Twilight	N/A**	N/A* *	N/ A* *	N<10	10

***The Twilight program was restructured in SY 2019-20 to operate as an option for students to earn original credits required for graduation outside of traditional school hours, in addition to participating in all classes during the school day. It is no longer a stand-alone or separate program from the traditional school and therefore does not have a separate count of graduates.*

(c) Number of students in the program who have IEPs;

School Name	SY21-22 (as of 1/31)	SY20-21 (as of 1/31)	SY19- 20	SY18 -19	SY17- 18
Ballou STAY	66	79	79	86	71
Luke C. Moore HS	50	76	64	69	57
Wash Met HS	N/A	N/A	56	52	58
Twilight**	N/A	N/A	N/A	N<10	18

**Note: Ballou STAY and Washington Metropolitan both offer full-time programs for students with IEPs. All Opportunity Academies have made a concerted effort to have inclusive enrollment practices, which have led to an increase in students with IEPs.*

***The Twilight program was restructured in SY 2019-20 to operate as an option for students to earn original credits required for graduation outside of traditional school hours, in addition to participating in all classes during the school day. It is no longer a stand-alone or separate program from the traditional school and teacher assignment is based on identified need and teacher availability.*

(d) Number of students in the program who have 504s;

School Name	Number of Students with 504s SY21-22 (as of 1/31)	Number of Students with 504s SY20-21	Number of Students with 504s SY19-20	Number of Students with 504s SY18-19
Ballou STAY		N<10	N<10	N<10
Luke C. Moore HS		10	N<10	N<10
Roosevelt STAY		22	N<10	N<10
Wash Met HS	N/A	N/A	N<10	N<10
Twilight**	N/A	N/A	N/A	N<10

***The Twilight program was restructured in SY 2019-20 to operate as an option for students to earn original credits required for graduation outside of traditional school hours, in addition to participating in all classes during the school day. It is no longer a stand-alone or separate program from the traditional school and teacher assignment is based on identified need and teacher availability.*

(e) Number of special education teachers assigned to the program;

School Name	SY20-21*	SY19-20*	SY18-19*	SY 17-18*	SY16-17*
Ballou STAY	N<10	N<10	N<10	N<10	N<10
Luke C. Moore HS	N<10	N<10	N<10	N<10	N<10
Roosevelt STAY	10	N<10	N<10	N<10	N<10
Wash Met HS	N/A	N<10	N<10	N<10	N<10
Twilight	N/A**	N/A**	N<10	N<10	N<10

**Teacher counts reflect the number of teachers allocated to schools by the Division of Specialized Instruction (DSI); additional teachers may have been budgeted by schools, repurposed by schools, or added by DSI during the budget petition process.*

***The Twilight program was restructured in SY 2019-20 to operate as an option for students to earn original credits required for graduation outside of traditional school hours, in addition to participating in all classes during the school day. It is no longer a stand-alone or separate program from the traditional school and teacher assignment is based on identified need and teacher availability.*

(f) Number of hours of specialized instruction that can be provided to a student in the program; and,

School Name	SY21-22	SY20-21	SY19-20	SY18-19
Ballou STAY		27.5	27.5	27.5
Luke C. Moore HS		27.5	19.5	19.5
Roosevelt STAY		19.5	19.5	19.5
Wash Met HS	N/A	N/A	27.5	27.5
Twilight	N/A	N/A**	5	5

(g) Number of related service providers assigned to the program.

School Name	Psych FTE					Social Work FTE					DBH Staff FTE				
	SY17-18	SY18-19	SY19-20	SY20-21	SY21-22	SY17-18	SY18-19	SY19-20	SY20-21	SY21-22	SY17-18	SY18-19	SY19-20	SY20-21	SY21-22
Ballou STAY	0	0.5	0.5	0.5	0.5	2	2	2	2	3	0	0	0	0	0
Luke C. Moore HS	0.5	1	1	1	1	2	2	2	2	2	0	0	0	0	0
Roosevelt STAY	1	1	1	1	1	2	2	3	2	3	0	0	0	0	0
Wash Met HS	0.5	0.5	0.5	N/A	NA	2	2	3	N/A	NA	0	0	1	N/A	0
Twilight	N/A	N/A	N/A	N/A	NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School Name	SLP FTE				OT FTE				PT FTE			
	SY17-18	SY18-19	SY19-20	SY20-21	SY17-18	SY18-19	SY19-20	SY20-21	SY17-18	SY18-19	SY19-20	SY20-21
Ballou STAY	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0	0.1	0.1	0
Luke C. Moore HS	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0	0.1	0.1	0

	SLP FTE				OT FTE				PT FTE			
School Name	SY17-18	SY18-19	SY19-20	SY20-21	SY17-18	SY18-19	SY19-20	SY20-21	SY17-18	SY18-19	SY19-20	SY20-21
Roosevelt STAY	0.2	0.2	0.2	0.1	0.1	0.1	0.2	0.1	0	0.2	0.2	0
Wash Met HS	0.1	0.1	0.1	N/A	0.1	0.1	0.1	N/A	0	0	0	N/A
Twilight	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

88. DCPS stated improving the high school experience, rigor, enrollment, and overall academic achievement as part of its focus for the previous three school years. The following questions are regarding this work:

DCPS has maintained a keen focus on the high school experience for all students to ensure equitable access to high-quality rigorous content and readiness for postsecondary success. Along with consistent monitoring and supports and intentional processes to expose and prepare students for college and career, DCPS continues to ensure that students at all schools have access to a variety of AP, college-level, and high-quality CTE courses as well as a plethora of engaging electives.

(a) What is the status of advanced placement (AP) courses in all high schools? Has DCPS seen an increase enrollment in these courses as a result of this initiative? Has this initiative been maintained?

All comprehensive and application high schools are currently offering AP classes. Total AP enrollment increased from 5,930 enrollments in SY19-20 compared to 6,437 in SY20-21. For the past 5 years, the expectation has been that all schools offer at least 8 AP classes with at least 1 in each of the 4 core content areas (ELA, Math, Science, Social Studies). Currently 3 of our 16 schools are not yet meeting this requirement.

(b) What additional training or professional development support is available to DCPS teachers who were teaching AP courses for the first time?

Registration costs for any teachers interested in attending an AP Summer Institute are fully covered by DCPS. New AP teachers are expected to enroll in an AP Summer Institute before teaching for the first time. If this is not possible, College Board also offers fall workshops which are also covered by DCPS. DCPS also runs an AP Teacher Partnership program to partner newer teacher with more veteran teachers. Finally, OSSE has created a community of practice for new AP teachers.

(c) What is the status of every high school offering 20 elective courses? Are electives the same at each school, why or why not?

Every school has 20 or more elective course offerings that differ across DCPS. Schools have been given the flexibility and autonomy to determine their elective course offerings based upon student interest and availability of staff.

(d) What additional support did Central Office provide high schools with smaller enrollments in creating and supporting new courses?

In order to expand the course offerings of students across the board, including students in smaller schools, DCPS standardized the bell and schedule structure of high schools. This standardization has increased cross enrollment opportunities for students to engage in courses of interest in other schools that are not offered in their homeschools. As an example, students at Anacostia High School took an advanced math courses taught by a Wilson High School teacher.

(e) Did DCPS conduct any evaluation with high school students or teachers to measure the impact of these investments?

DCPS conducts an annual Panorama survey to measure how students feel on our “Loved, Challenged and Prepared” index, and teachers complete Insight surveys to provide feedback on their experience. DCPS also collects and assesses on-track data on a regular basis.

89. Provide the Committee with the official policy for DCPS regarding credit recovery and requirements for a student to gain credit for a course he/she previously failed. Include in the response a narrative description of how central office tracks credit recovery coursework for all students.

The official DCPS policy on credit recovery can be found in full [here](#). Credit recovery classes are tracked through a data dashboard. The data updates daily and is available in real time to central office support staff, school administrators, and program coordinators. The dashboard tracks all students currently enrolled in a credit recovery class and includes information on grades, attendance, and demographics. Schools can also easily track completion information at an aggregate level. Central office regularly monitors the dashboard, spot checks student gradebooks, and contacts school coordinators about any concerns or inconsistencies. Additionally, central office hosts a monthly meeting for coordinators that includes training on credit recovery policy and monitoring expectations.

90. Describe how DCPS has provided oversight of the education of wards of the state who are enrolled by public schools, CFSA, DYRS, or DBH in schools or programs in other states during SY20-21 and SY21-22 (through January 31).

DCPS is intentional and diligent in its efforts to develop collaborative working relationships with other District of Columbia Agencies that serve school-aged youth (i.e., the Department of Youth Rehabilitative Services, Child and Family Services Administration and Court Social Services). The DCPS Student Placement Team serves as the liaison to the previously mentioned agencies to support the reintegration of youth designated as Wards of the State. The goal is to bridge the efforts of other core service agencies and education by providing school placement assistance, ensuring the continued implementation of social-emotional (SEL) supports, clinical supports, specialized instruction, and identification/removal of any barriers to re-enrollment. Reintegrated students are jointly monitored throughout the school year by DCPS Student Placement Specialists and DYRS Case Managers, with four focus areas: adjustment, attendance, school discipline and academic performance.

The Student Placement Team serves as the primary point of contact for the District of Columbia Child & Family Services Administration (CFSA). Many of the school-age youth under the supervision of CFSA are considered Wards of the State. As Wards of the State, the youth may reside in foster care, shelter or group homes with the District of Columbia or other localities such as Maryland or Virginia. However, they remain eligible for educational services and programs offered by the District of Columbia Public Schools. DCPS maintains direct lines of communication with the supervising agencies. In doing so, the likelihood of seamless transitions is increased. DCPS is finalizing an MOU with CFSA that provides up to \$250,000 in transportation reimbursement funding for students in foster care residing outside of DC. The MOU also incorporates provisions regarding data sharing for foster youth and input in educational sustainability placement decisions.

As with DYRS, student monitoring and case management are a collaborative effort. Lastly, the Student Placement Team has permanently assigned a Program Coordinator to the Mayor's Court Liaison Office, located at the District of Columbia Superior Courts. The Program Coordinator serves as a direct conduit to the DCPS Central Offices (i.e., Attendance, Student Placement, Department of Specialized Instruction and the Language Acquisition Division) to assist in the resolution of student/parent/family concerns and to identify and implement any needed supports, services and interventions.

During the COVID-19 crisis, DCPS has increased collaboration with DHS and DYRS in support of students experiencing homelessness and those transitioning back to school from locked facilities. Touchpoints with DHS leadership have increased to weekly, to ensure coordination of donations, back-to-school items, and transportation assistance, as well as dissemination of information about school re-opening.

91. (a) Provide, in table form, the total funding allocated to and spent by each DCPS school for Title III in SY20-21 and SY21-22 (through January 31).

All Title III dollars are loaded and spent centrally so DCPS is unable to provide a table with the data requested. The Language Acquisition

Team at DCPS liaises with English Learner (EL) teachers and program staff across DCPS to ensure that needed Title III services are provided to schools (see details in next response).

(b) Please describe how these funds were spent to enhance student achievement.

The primary goal of Title III funding is to supplement DCPS instruction through language education programs for EL and immigrant children in schools. During FY21, DCPS was awarded \$1,100,634.79 in Title III funds. Because this allocation translates to such a small per-pupil amount (compared to other title funds), DCPS does not allocate Title III funds by school and manages the funds centrally via the Language Acquisition Division (LAD) to ensure that more ELs students, teachers and parents benefit from this resource and so that we can track the expenses more effectively.

DCPS ensured its accountability for making English language proficiency progress and attainment, as well as for making academic progress for limited English proficient (LEP) students through the guidelines and accountability measures set out in the DCPS Essential Practices Rubric. LAD provided training and technical support to all schools that serve ELs through the Cluster support model, as well as LAD-departmental trainings, to maintain EL students' progress in academic achievement and English language proficiency.

In FY21 DCPS' Title III funds were used districtwide for several activities, including:

- Two FTEs who directly supported four School Clusters (60+ schools).
- Contract for the ELlevation Platform - The LAD team engaged all EL teachers/administrators in leveraging the ELlevation platform. Through this platform, educators are able to access EL student data, individualized language goals, and instructional resources that are both WIDA and CCSS aligned.
- Contract for the International Network for Public Schools (INPS) in support of DCPS's International Academies (500+ ELs) at Cardozo HS, Roosevelt HS and Coolidge HS inclusive of coaching, program design, administrator feedback and professional development to teachers to engage recently arrived ELs in the exploration of complex concepts by using high level academic language, all while developing language proficiency.
- The LAD team designed a PD series around strategies for ELs and purchased licenses for direct language development instruction: English 3-D, Imagine Learning Literacy, and Imagine Math.
- Paid stipends to over 25 teachers to upgrade EL curriculum for Long Term ELs, develop English language development curriculum for Students with Limited Interrupted Formal Education (SLIFE) and develop RCTs for students at the beginning stages of language development.
- Purchased supplemental online material to support the digitized curriculum for teachers and students.
- Purchased a Whova license to run DCPS's first virtual Adelante conference for educators working with Hispanic students and ELs.
- LAD supported schools that implemented EL Saturday School or Afterschool Tutoring for ELs.

Additionally, DCPS invested in support services for parents of ELs, including:

- Developed a monthly EL Family Newsletter in 5 languages inclusive of resources and training videos.
- Hosted several focus groups and conducted parent surveys in 3 languages.
- Created multiple Parent Trainings as part of the Parent Academy.
- Included additional Amharic specific workshops in support of the growing Ethiopian community.
- Engaged in various partnerships with Community Based Organizations (CBOs) that have specific training/skills in engaging with linguistically and culturally diverse families. Through a variety of channels, DCPS helped schools leverage these partnerships or establish contracts that can help their efforts in engaging families and the community. Furthermore, DCPS coordinated with schools and CBOs to bring parent workshops, services, and events directly to their school. Some examples include: Parent workshops on dealing with immigrant-related stress hosted by La Clinica Del Pueblo, Legal consultation clinics and workshops at various schools offered by CARECEN, and parent workshops on how to support on-line learning for ELs.

(c) Please describe to what extent the above funding and spending have been impacted by the COVID-19 pandemic and the transition to distance learning.

Fortunately, in FY21, Title III funding and spending was not impacted by the COVID-19 pandemic and the transition to distance learning. In FY22 DCPS was awarded \$1,0112,038.49 (reflects a slight decrease in allocation) and we are planning to spend the grant funds on similar EL programmatic activities as specified above from last fiscal year, on a contract for program evaluation and data analysis on learning loss, to award a Title III Cluster Level Allocation based on the EL numbers at the schools to support learning loss strategies, and on three FTEs for the Language Acquisition team.

92. (a) For SY18-19, SY19-20, SY20-21, and SY21-22 (through January 31), how many students are English language learners. List in table format by age, grade level and classification.

English Learners, by Classification by Level				
Year	SY18-19 Audited	SY19-20 Audited	SY20-21 Audited	Audited for SY21-22
EL	104	106	1,263	341
EL Level 1	1,096	1,536	943	1,170
EL Level 2	1,093	1,013	839	1,051

Year	SY18-19 Audited	SY19-20 Audited	SY20-21 Audited	Audited for SY21-22
EL Level 3	1,946	2,249	1,640	1,441
EL Level 4	1,175	1,265	1,082	1,965
LES	625	569	483	435
NES	815	916	807	748
Total by Level	6,854	7,654	7,057	7,151
Audited EL Total*	7,147	7,928	7,374	7,700

*Table reflects EL students within level classification s of the date of the request. Differences from audit count could result from enrollment shifts, students moving, parental exemptionssince Oct. 5th, among other reasons. Audited file reports English Learner students yearly as a "Yes"/"No"indicator over their level status, and as such is back filled.

English Learners by Grade				
Grade	SY18-19 Audited	SY19-20 Audited	SY20-21 Audited	SY21-22 Audited
PK3	391	418	238	280
PK4	589	581	530	455
K	817	847	675	714
1	768	866	793	708
2	762	803	800	808
3	645	755	758	768
4	563	650	729	736
5	507	510	523	679
6	269	391	332	419
7	208	338	367	344
8	236	262	334	377
9	349	475	352	553
10	291	286	327	244
11	349	237	226	273

Grade	SY18-19 Audited	SY19-20 Audited	SY20-21 Audited	SY21-22 Audited
12	203	284	214	184
Other	200	225	178	158
Grand Total	7,147	7,928	7,374	7,700

English Learners by Age				
Age	SY18-19 Audited	SY19-20 Reported	SY20-21 Audited	SY21-22 Audited
1	N<10	N<10	N<10	N<10
2	N<10	N<10	N<10	N<10
3	385	405	233	274
4	585	577	524	455
5	789	812	668	695
6	752	834	762	705
7	742	794	787	785
8	653	758	727	751
9	534	638	740	713
10	525	516	522	690
11	311	413	358	421
12	199	351	369	355
13	219	245	341	370
14	220	257	233	338
15	243	272	246	253
16	287	302	260	297
17	295	332	269	295
18	209	211	184	155
19	133	128	79	83
20	45	63	43	42
21	21	17	29	23
22	N<10	N<10	N<10	N<10
23	N<10	N<10	N<10	N<10
Grand Total	7,147	7,928	7,374	7,700

(b) What were the top five primary languages spoken in SY20-21 for each grade level (if available)?

PreK3
Spanish
Amharic
French
Russian
Bangla
PreK4
Spanish
Amharic
French
Did Not Respond
Japanese
Kindergarten
Spanish
Amharic
French
Russian
Arabic
1st Grade
Spanish
Amharic
French
Arabic
Russian

2nd Grade
Spanish
Amharic
French
Russian
Arabic
3rd Grade
Spanish
Amharic
French
Chinese
Vietnamese
4th Grade
Spanish
Amharic
Vietnamese
French
Chinese
5th Grade
Spanish
Amharic
French
Russian
Vietnamese
6th Grade
Spanish
Amharic
French

6th Grade
Vietnamese
Arabic
7th Grade
Spanish
Amharic
French
Bengali
Chinese
8th Grade
Spanish
French
Amharic
Vietnamese
Arabic
9th Grade
Spanish
Amharic
French
Arabic
Vietnamese
10th Grade
Spanish
Amharic
French
Arabic
Chinese

11th Grade
Spanish
Amharic
French
Tigrinya
Vietnamese
12th Grade
Spanish
Amharic
French
Chinese
Tagalog

(c) What strategies or initiatives DCPS has implemented to provide ELL students necessary supports?

DCPS continues to build out language supports for ELs as part of all core content instruction.

- DCPS continues to offer expanded English Learning Summer Academic programming for ELLs at the elementary, middle, and high school levels. ES and MS ELSAP levels, students focus on integrated development of language and content, with an approved courses for original credit, and take credit recovery courses to remediate failures or incompletes. SY 18-19 ELSAP offered EL students supports over the summer school term for students in grades 3-12 (ES- 57, MS-123, HS-225).
- DCPS continued to support EL students through blended learning opportunities through use of programs such as English 3D, Imagine Learning, Imagine Math, EL BrainPOP, and iReady (math instruction with Spanish access).
- DCPS expanded accessibility features on Canvas Sources for EL students to better access grade-level and content classes.
- DCPS expanded accessibility and inclusivity features on the Required Curricular Tasks (RCTs) for EL students for all content areas a grades.
- DCPS continued to support the needs of recently arrived high school ELs through the International Academy programs at Cardozo, Roosevelt, and Coolidge, including students who have experienced limited or interrupted formal education.
- DCPS developed unique supports and curricula through scope and sequence guides to serve long-term EL students (needing additional support in the use of academic language structures) and students with limited or interrupted formal education. This includes research-based approaches applied to Canvas courses, with a significant investment in SEL programs.

93. Describe in detail DCPS' efforts to ensure that agency policies and processes are in compliance with federal requirements to ensure DCPS receives federal Head Start funds moving forward. Also, describe actions taken in FY21 and FY22 (through January 31) to address the loss of Head Start funding.

In January 2021, DCPS submitted a competitive grant application for new Head Start funding. In July 2021, DCPS was awarded a Head Start grant that will provide \$2,167,745 per year for the five-year grant period. This grant will allow DCPS to provide Head Start programming in 6 elementary schools in Wards 7 and 8. These six schools (CW Harris, Hendley, Kimball, ML King, Savoy, and Stanton) were selected based on their percentages of young children who meet OSSE's at-risk criteria, the percentages of children who meet Head Start eligibility criteria (based on data from prior years), and community demographics. The goal of the school selection process was to identify the schools that will serve the highest percentages of Head Start eligible children in order to ensure that the Head Start comprehensive services are directed towards the children and families that can most benefit from them. With this funding, DCPS will be providing these schools with comprehensive Head Start programming and supports that includes:

- An early childhood mental health team staffed with licensed clinicians who provide mental health services to children and families in the Head Start schools. These clinicians have expertise in child and family trauma and provide direct services to children and families while also providing support and training on trauma-responsive practices to teachers.
- Additional social work staff for the Head Start schools ("Family Service Specialists"). These staff members lead family engagement events and parent education workshops, while also providing direct case management to families and supporting families in obtaining resources as needed.
- Enhanced instructional support, coaching, and professional development for teachers.
- Health supports for children and families. Head Start staff members track families' health care needs and support families in obtaining services, as needed, and in implementing personalized health care plans.
- Enrichment experiences for students (field trips and/or in-school enrichment experiences) and the purchase of additional, high-quality instructional materials for classrooms.
- Additional "floater" staff members to provide in-classroom support.
- Additional oversight to support program compliance.

Title 1 schools whose Pre-K classrooms are not part of the Head Start program continue to receive extensive comprehensive services aligned with the Head Start model. These services, supported by local funding, include instructional coaching, family service support, professional development, and high-quality resources and materials for Pre-K classrooms. Although these classrooms are no longer part of the Head Start School-Wide Model, they still provide much of the same programming and supports for children and families.

- We continue to operate universal early childhood programming. No classrooms closed as a result of the end of the previous Head Start grant, and additional Pre-K classrooms were opened at the Stevens and Military Road Early Learning Centers.
- All DCPS Pre-K families continue to have access to the existing school based and central office mental health supports and social

work services offered through the school community.

- All schools with Pre-K programming receive “baseline” ECE supports, which includes the ECE curriculum, classroom materials, professional development, and ECE instructional support through the Cluster Support Model.
- Title 1 schools receive additional targeted supports including ECE Family Service Specialists who lead parent engagement activities, parent education workshops, family case management, and attendance supports. These staff members also work to connect families who would benefit from additional family support to local community resources. Title 1 schools also receive more frequent instructional coaching and supports for teachers.

DCPS has made significant efforts to address Head Start findings (more specifically, to ensure that agency policies and processes are in compliance with federal requirements and to ensure that students are safe and actively supervised while in our care). DCPS has implemented numerous steps to ensure that our youngest learners are safe and supervised at all times while in our care. Steps related to student supervision include the following:

- Extensive supervision-related training for Pre-K staff and school leaders: Teachers were provided with extensive training on active supervision practices during LEAP seminars, PD days, and through individualized coaching by a team of ECE Instructional Specialists. School leaders received training during cluster meetings and through individualized supports from the ECE Instructional Specialists.
- Development and implementation of School-based Pre-K supervision plans: Every school Pre-K team is required to develop a detailed supervision plan, in consultation with their ECE Instructional Specialist and school leader. Pre-K staff are required to consistently implement the plan, and to sign a document indicating that they understand the plan and agree to adhering to the plan.
- Development and implementation of supervision-related monitoring tools and procedures: Active supervision is monitored within each school through ongoing monitoring walk-throughs by ECE Instructional Specialists and walk-throughs by school leaders. On a monthly basis, school leaders are required to document (through the QuickBase system) their supervision monitoring walk-through findings, and to indicate if additional support is needed.
- Clarified guidance on progressive discipline for staff, where needed: LMER provided clarification for school leaders and others on the appropriate implementation of progressive discipline in any situation in which a staff member is negligent in appropriately and consistently supervising students.
- Elimination of unnecessary transitions during the school day: DCPS early childhood leaders analyzed all supervision-related data and recognized that transitions throughout the building present the greatest supervision-related challenges for Pre-K children and staff. As such, DCPS has worked to eliminate unnecessary transitions by ensuring that most inner core (“specials”) classes, with the exception of physical education, are held in the Pre-K classroom so that very young children do not need to travel throughout the building during the day.

94. In late 2021, the Council approved the renaming of Wilson High School to Jackson-Reed High School, and funding was provided in the FY 2022 budget. Please provide information on the status and timeline for implementation of the school’s

name change. Will all rebranding be executed in FY 2022 and, if not, how will rebranding be prioritized? Will the principal and school staff be responsible for implementation of the rebranding efforts, or will Central Office control the timing and order of any rebranding work? Are sports jerseys and other branded sports paraphernalia eligible expenses under the rebranding?

Funding for design and installation of facilities upgrades and changes as a result of a school name change is included in the CIP. This work will be carried out by Central Services in coordination with school leadership in FY22. The scope of this work is limited to replacement of instances of the name “Wilson” that are affixed to or otherwise integrated in the building architecture with “Jackson-Reed.” Our High School Athletic Directors are responsible for leading the process to purchase equipment and uniforms for DCIAA sanctioned sports. The Department of Athletics provides annual funding based on the school’s ability to sustain teams. Under our guidelines, schools are eligible to purchase uniforms every three years.

95. Provide the most recent timeline with regard to DCPS’ efforts to rename public school buildings identified through the Mayor’s “DC FACES” process in 2020.

Given the legislative ownership of the Council to vote on school renamings, DCPS recommends the Council lead the renaming process. DCPS can be available to support certain communication and engagement efforts.

96. DC FACES has also proposed that Key and Stoddert Elementary Schools be renamed. What is the timeline for each schools’ renaming? When will community engagement on each begin, and what will that engagement entail? Does DCPS intend to issue surveys to each community on the schools’ proposed new names?

Given the legislative ownership of the Council to vote on school renamings, DCPS recommends the Council lead the renaming process. DCPS can be available to support certain communication and engagement efforts.

97. Under Section 5 of the Ensuring Community Access to Recreational Space Act of 2018, the Council mandated that permit fees for use of school facilities be deposited into a DCPS School Facility Fund, and that 75% of fund dollars be transferred to individual DCPS schools in proportion to the number of permits issued at that school.

(a) Has the DCPS School Facility Fund been established. If so, when was it first established?

Yes. DCPS established this fund during SY19-20.

(b) Please provide the Committee with the number of permits issued and amounts of funds disbursed, broken down by school and transfer date (October 1 and February 1), for FY 2021 and FY 2022, to date.

Please see below for the breakdown by school of the fees paid for by 5,606 permits. DCPS is actively working with OCFO to determine the amounts dispersed to schools for custodian fees.

Facility Description	Total Fee Paid
Anacostia Field	\$2,562.41
Bancroft Field	\$954.48
Bell/Lincoln Field	\$80,357.67
Bundy Field	\$22,425.00
Cardozo Field	\$103,834.80
Deal Field 1	\$24,484.71
Dunbar Field	\$20,845.13
Eastern Field 1 (baseball)	\$21,986.29
Eaton Field	\$397.70
Garrison Field	\$57,811.42
J.O. Wilson Field	\$9,552.90
Jefferson Soccer Pitch	\$100.00
Key Field	\$3,315.51
Ludlow-Taylor Field	\$3,934.53
Marie Reed Field	\$49,372.17
McKinley Field	\$66,886.97
Murch Field	\$5,594.24
Roosevelt Field	\$55,706.55
Tubman Field	\$38,304.23
Wilson Field	\$24,417.06

(d) How much funding is currently in the DCPS School Facility Fund?

\$592,843.77

(d) What, if any, issues has DCPS faced in administration of this fund, tracking of permits issued, issuing of disbursements to schools, or other provisions required under Section 5 of the Act?

Our current issue is appropriately approving waivers. Unfortunately, we are not able to fund waivers since we first need revenue to utilize this fund. To date, we have not received enough revenue to be able to move forward with successfully paying for waivers within this fund. We encourage additional conversations to successfully implement a waiver process in which the agency won't have to absorb costs.

(e) Has the Community Use of School Facilities Task Force, established under Section 6 of the Act, been established? If so, please provide the Committee with information on the status of the Task Force, including current members and meeting dates for FY 2021.

Due to the pandemic, DCPS has had very little to no activity related to permits and building use agreements. We have just recently started to engage with partners/community members this school year – and began to process permits/BUAs as received.

98. Please provide the Committee with an update on DCPS's food and nutrition education programming during FY 2021.

(a) How many schools participated in the program in FY 2021, and how many are intended to participate in FY 2022? Please share this breakdown by ward. Was there more demand for participation from schools than funding levels would support?

During SY20-21, DCPS provided \$300K for FreshFarm FoodPrints programming in nine schools to include an aspect of nutrition education at a time when in-person programming for this curriculum remained unavailable due to the pandemic-related closures that started in March 2020. This was the result of DCPS' ability to identify funds internally.

FY21	
School Name	Ward
Marie Reed	1
Burroughs	5
Langley	5
Tyler	6
Beers	7
CW Harris	7
Kimball	7

School Name	Ward
Garfield	8
Simon	8

For FY22, in SY21-22, 20 schools will have FreshFarm FoodPrints programming. Previously, DCPS funded nine Title I schools through our traditional funding model. A decision from DC Council required DCPS to fund six additional schools (non-title 1), and five schools elected to use school-based ESSER funds to support FoodPrints. Please see below for a list of school participating in FoodPrints for FY22, broken down by funding type:

School	Ward	Funding Origin FY22
Amidon Bowen	6	School Self-Funded w/ ESSER
Beers	7	OBPM re-directed
Burroughs	5	OBPM re-directed
CW Harris	7	OBPM re-directed
Francis Stevens	2	Council Re-directed Funds (640)
Garfield	8	OBPM re-directed
Kimball	7	OBPM re-directed
Lafayette	4	Council Re-directed Funds (640)
Langley	5	OBPM re-directed
Ludlow Taylor	6	Council Re-directed Funds (640)
Marie Reed	1	OBPM re-directed
Payne	6	School Self-Funded w/ ESSER
Peabody	6	Council Re-directed Funds (640)
Powell	4	School Self-Funded w/ ESSER
Simon	8	OBPM re-directed
SWS @ Goding	6	Council Re-directed Funds (640)
Truesdell	4	School Self-Funded w/ ESSER
Tyler	6	OBPM re-directed
Watkins	6	Council Re-directed Funds (640)
Whittier	4	School Self-Funded w/ ESSER

The schools selected represent those that had expressed interest and demand in the program; DCPS is unaware of any others that have not been included.

(b) How many schools have school gardens? Please provide this data broken down by ward.

OSSE's School Garden division is the custodian of school garden records. While DCPS continues to support this work wherever and whenever it presents itself, OSSE is the District's oversight authority and maintains the records of location and status of school gardens for the city.

(c) Funding for this programming has unfortunately typically only been provided for the upcoming fiscal year, with no additional funding being allocated for the out years. This lack of consistent funding creates instability for grantees and difficulty for schools hoping to incorporate this programming into their curriculum, but unable to plan for future years, given funding is uncertain. How are you working to ensure funding for these programs is consistent across the financial plan?

Since 2016, the Food & Nutrition Services division within DCPS has provided over one million in funding to FoodPrints programming. It was the agreed upon intent between DCPS and FoodPrints that the provision of these funds would serve as seed funding while FoodPrints built out a sustainable model of funding through donors and philanthropy, not dependent on DCPS Central Office, and became independent of DCPS' resources. It was never the intent of the Food & Nutrition Services Team to continue funding in perpetuity, nor was it fiscally possible to commit to this. Additionally, FoodPrints serves a small subset of our elementary schools and the investment from Central Office into a program that only serves some of our students does not support equity. The funding provided to FoodPrints is not modeled in other partner programs that serve schools; we are working to shift towards a long-term sustainable model for FoodPrints that is built through philanthropy, donors, and school-based commitment to funding for the program.

99. Provide a narrative explanation of any planning done in FY21 and FY22 (through January 31) to implement the COVID-19 vaccine mandate for students.

DCPS has been a strong advocate in encouraging its students and community to receive the lifesaving COVID-19 vaccination. In the early days of the pandemic, we partnered with Children's National to host clinics for teachers, and in the summer we partnered with DC Health to host clinics offering incentives for student vaccinations, including AirPods, gift cards, and a chance to win a \$25,000 scholarship. In September, Mayor Muriel Bowser mandated that all staff working in a school or childcare setting are required to be fully vaccinated. We have hosted clinics at schools across all eight wards for students and held pediatric clinics at more than 25 elementary schools across the city in December and January once students 5+ were eligible for the vaccines. Student-athletes ages 12 and up are now required to be

vaccinated to participate in athletic competition or practices, and we have hosted specific vaccination drives for students as well. We are currently working with DC Health to explore expanding school-based health center vaccination clinics to include the COVID-19 vaccine. Schools have offered vaccine clinics tied to back to school nights and other community events to encourage vaccination as well. For example, at a Homeless Children and Youth Back-to-School event, sponsored by DCPS and the DHS Family Services Division, we partnered with DC Health to offer the COVID-19 vaccine to all participants of the event that were eligible for the vaccine at that time. To address the unique needs of our Spanish speaking population, two DCPS teams, the Language Acquisition Team and the Student Health Services Team, are collaborating to develop resources that will help families understand the differences between childhood immunizations and the COVID-19 vaccine, as well as provide vaccination access resources and support.