

Agency Operations

- Q1: Provide the following enrollment data for DCPS:
- DCPS student enrollment by grade for each school for School Year 18-19 (“SY”) (based on the final audited enrollment report) and SY19-20 (audited);
 - Summer school enrollment, broken down by grade for for the past three years; and,
 - What is the proposed summer school enrollment and budget for FY20.
- Q2: The following questions are regarding the DCPS out-of-boundary (K-12), application, and pre- K lottery process:
- How many and what percentage of students applied through the lottery SY15-16, SY16-17, SY17-18, SY18-19, and SY19-20? Please provide the numbers for each category—out-of-boundary, application, and Pre-K.
 - How many and what percentage of students in each school are out-of-boundary for SY17-18, SY18-19, and SY19-20 (to date)?
- Q3: Provide any updates to DCPS’ policy with regard to 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.
- Q4: 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:
- DCPS’s total Medicaid billing and total Medicaid received for FY17, FY18, FY19, and FY20 to date;
 - A list of the 20 most frequently billed Medicaid reimbursable school-based services; and
 - A school-by-school breakdown of Medicaid billing that was billed and received for FY17, FY18, FY19, and to date in FY20.
- Q5: Explain any emergency response procedures in place for DCPS as it relates to on-campus emergencies, including any calls to 911 made during the school day. Also please discuss how in FY17, FY18, and FY19 to date the agency communicates, trains, and ensures the practice of school safety plans and drills.
- Q6: Please provide an update on how DCPS is monitoring implementation of the Student Fair Access to School Amendment Act of 2018. Please include updates on the following:
- Status update on the revisions to DCMR Title V Chapter 25 in light of SFASAA
 - Development of DCPS and individual school discipline policies and any challenges experienced, including how DCPS is involving students, parents, and staff;
 - DCPS’ in-school suspension policy and how central office monitors schools’ compliance with the policy;
 - Any updates to DCPS due process rights and procedures;
 - Challenges and successes in implementing Section 204(b) regarding the number of days a student may be suspended;
 - The additional reporting requirements in the bill; and

- g. Any steps that DCPS is taking to support schools to prepare for the next phase of implementation, SY2020-2021;

- Q7: How does DCPS ensure that discipline for dress code or uniform violations is not instituted in a manner that is discriminatory based on gender, race, or other protected characteristic, such as described in the 2018 report from the National Women’s Law Center, “Dresscoded”?
- Q8: List all DCPS campuses with a language access liaison. For each, please indicate whether that position is full-time, part-time, and whether they are shared with other campuses. If they are part-time, please indicate how much time a liaison spends on-site at the campus.
- Q9: Describe in detail DCPS’ programs, training, or interventions to address commercial sexual exploitation of students attending DCPS schools in SY18-19 and SY19-20 to date.
- Q10: Please provide an update on DCPS policies and guidelines related to the use of physical restraint and seclusion in schools. Please be sure to include the following information in your response:
- a. Has DCPS issued any form of guidance related to the use of physical restraint and seclusion in schools since its August 2011 “Guidelines for Physical Restraint and Seclusion”?
 - a. If yes, please provide copies of all such guidance
 - b. If no, please describe any plans to issue updated guidance
 - b. Please list and describe any and all trainings provided to DCPS administrators or staff regarding the use of physical restraint and seclusion in SY2018-2019 and SY2019-2020, to date
 - c. Please provide any data or statistics regarding the use of physical restraint and seclusion in SY2018-2019 and SY2019-2020, to date, broken down by school
 - a. Please indicate the number of incidents of restraint and/or seclusion where the student was receiving special education services.
 - b. Please indicate the number of incidents of restraint and/or seclusion where the student was in the general education curriculum or not receiving special education services.
 - c. If no such data exists, please provide an explanation as to why this data has not been collected, given the reporting requirements of DCPS’s August 2011 “Guidelines for Physical Restraint and Seclusion”
- Q11: The following questions are regarding DCPS’ school security program:
- a. Provide the following information for SY16-17, SY17-18, SY18-19 to date for each school:
 - 1. The total number of security personnel (including MPD officers, special police officers, private non-SPO security personnel, and/or other) assigned to the school;
 - 2. The number of MPD officers assigned to the school;
 - 3. The number of special police officers assigned to the school;
 - 4. The number of private non-SPO security personnel assigned to the school; and
 - 5. The number of any other security personnel assigned to the school.
 - b. What is the cost for school security contracts in FY18, FY19, and FY20 to date? Please breakout personnel versus other costs.
 - c. Please describe the role for each type of school security personnel pursuant to the relevant contract.
 - d. Provide a copy of each contract for school security personnel FY18, FY19, and FY20.

- e. Please provide any training manuals, regulations, directives, or other documents that instruct school security personnel on their roles and responsibilities.
- f. Please describe the professional development or training opportunities offered to school security personnel SY17-18, SY18-19, and SY19-20 to date. Please specify if any training is related to adolescent development; positive youth development; restorative justice; de-escalation techniques; and youth mental health.
- g. How many allegations of school security personnel misconduct were reported to DCPS during FY18, FY19, and FY20 to date? How were the allegations investigated? What were the results of the investigations?
- h. What information, if any, does DCPS provide students explaining their rights while interacting with school security personnel and the procedure for reporting a complaint?
- i. Please provide any agendas, notes, summaries, attendance numbers, or other materials from the monthly security guard feedback meetings conducted during SY17-18, SY18-19, and SY19-20 to date.
- j. Has DCPS surveyed or asked students to provide feedback on performance and interactions with school security personnel during SY17-18, SY18-19, or SY19-20? If yes, please provide the key findings or results.

Human Capital

- Q12: 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.
- Q13: For all DCPS schools participating in Cohorts 1 and 2 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:
- a. Hours per week each individual has spent on this role
 - b. Whether they have received any compensation for taking on this additional role
 - c. Obstacles or barriers schools are facing in assigning this role to staff with existing roles and responsibilities
 - d. If schools have not identified a School Mental Health Coordinator, the reasons for not doing this
- Q14: Please give a narrative description of recruitment efforts by DCPS along with an accounting of the expenditures for recruitment in FY18, FY19, and FY20 to date. Please include a description of the recruitment efforts the Office of Talent and Culture undertook in FY19, and recruitment initiatives focused on men of color, special education teachers, and bi-lingual teachers. Please also indicate how many new teachers were brought into the one star schools, as identified by the STAR Framework as a result of the recruitment efforts.
- Q15: For SY17-18, SY18-19, and SY19-20 to date, please list by school 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.

- a. By school, how many classrooms had substitute teachers for many than 20 cumulative school days?

Q16: Please provide the name, job title, and position description of each individual and/or community-based organization providing behavioral health services in **each** school in during SY17-18, SY18-19, and SY19-20 to date. For each school, please describe:

- a. The personnel costs of these positions and the amount of these costs covered by Medicaid;
- b. For each campus that lacks school-based physical, behavioral, and mental staff, please provide any plans that DCPS has to assist the schools to remediate their absence. Please provide a narrative description of such efforts in FY18, and to date in FY19.
- c. The type of service offered by the individual and/or community-based organization as well as the frequency with which those services are provided.

Q17: Give a narrative description of recruitment efforts by DCPS as it relates to bi-lingual school-based physical, mental, and behavioral health professionals.

Q18: List all the professional development opportunities provided to DCPS staff specifically on social emotional skills, behavior and classroom management, and alternatives to school exclusion in SY17-18, SY18-19, and SY19-20 to date. Please include the following:

- a. A description of each training and/or activity;
- b. The percentage of DCPS staff who have completed each training and/or activity; and
- c. Any plans to increase the number of staff who participates in these trainings and/or activities.

Q19: For FY17, FY18, FY19 to date, please provide an accounting of the agency's expenditures resulting from IMPACT (including, bonuses, management, oversight, and implementation).

Q20: The following questions are regarding IMPACT, DCPS's system for assessing the performance of teachers, school leaders and other school-based staff:

- a. Define each rating (i.e., highly effective, effective, developing, minimally effective and ineffective), and list the number of employees that are in each rating category during SY16-17, SY17-18 and SY18-19;
- b. Provide the total number of employees by ward who were ranked highly effective, developing, minimally effective, and ineffective for SY18-19;
- c. Detail the total number of teachers in each performance category that were rated under IMPACT in FY18 and FY19 and subsequently remained employed by DCPS as educators the following fiscal year. Please also provide this retention information by ward.

Q21: Describe the administrative actions taken for employees in each category, including termination, professional development and other support where relevant. Please also provide a timeline for such actions. How many teachers, employees, and staff were terminated, fired, or excessed in FY19?

Q22: How many Highly Effective teachers were there in one star schools during FY19? How many of them had been retained from FY18? How many stayed in their school for the current school year?

- Q23: What percentage of teachers improved their evaluation rating between SY16-17 and SY17-18? SY17-18 and SY18-19? Please include data for the following: Minimally Effective to Developing; Developing to Effective; Effective to Highly Effective.
- Q24: The Mary Jane Patterson Fellowship is DCPS' internal pipeline that recruits Assistant Principals, Coaches, Teachers, and Central Office Leaders into a 1.5 year fellowship to prepare them for the principal-ship. Please provide an update on the impact and results of this program in FY19 and FY20 to date.
- Q25: How many exit interviews/surveys did the agency conduct in FY19? Please provide a breakdown of the factors that led respondents to leave DCPS. Also, please provide the overall percentage and exact number of school-based staff that left DCPS in FY18.
- Q26: Have there been any accusations by employees or potential employees that DCPS has violated hiring and employment non-discrimination policies in FY19? If so, what steps were taken to remedy the situation(s)? Please indicate if this was an increase or decrease from accusations made during FY18.
- Q27: Please describe the agency's procedures for investigating allegations of sexual harassment or misconduct committed by or against its employees. List and describe any allegations received by the agency in FY19 and FY20, to date, whether or not those allegations were resolved.

Capital, Planning & Partnerships

- Q28: What inter-agency program, initiatives, or MOUs were in place for FY19 and which are either in place or are planned for FY20? Please provide a narrative description of each such program, initiative or MOU. In particular, point out any new partnerships or collaborations developed, planned, or implemented over the last fiscal year. For MOUs, please provide a copy of the MOU. Please include the following agencies:
- DC Public Charter Schools;
 - Public Charter School Board;
 - DC Public Library;
 - DC Department of General Services;
 - DC Metropolitan Police Department;
 - DC Department of Behavioral Health;
 - DC Department of Health;
 - DC Department of Transportation;
 - Office of the Deputy Mayor for Education;
 - Office of the Deputy Mayor for Health and Human Services;
 - Office of Planning; and
 - DC Board of Elections.
- Q29: List and describe any agreements (MOAs) or memoranda of understandings (MOUs) between DCPS and non-profit organizations and foundations that were in place during FY19 and also currently in place for FY20, besides those that provide special education services. Please provide a copy of those MOUs.

- Q30: 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 SY18-19 and to date in SY19-20 by school.
- Q31: The following questions are regarding DCPS capital budget:
- Provide the capital budget for DCPS and all programs under its purview during FY18 including amount budgeted and actual dollars spent per project. Please include whether the project was a phase or full modernization; whether or not the project was completed on time; and indicate whether or not the project went over budget (i.e. was a reprogramming required to close out the project). If the project was over budget, provide the cost differential and the reason why.
 - Provide the list of all stabilization and small capital projects for FY19. Please include a description of the project; amount budgeted and actual dollar spent per project; and the status of the work (completed or ongoing).
- Q32: Provide a current list of all properties supported by the DCPS budget. Please indicate whether the property is owned by D.C. or leased and which agency program utilizes the space. If the property is leased, please provide the terms of the lease. For all properties please provide an accounting of annual fixed costs (i.e. rent, security, janitorial services, and utilities).
- Q33: Provide the updated DCPS school facility condition assessments that is conducted annually by DGS.
- Q34: Please describe the policy and procedures for naming a new school or renaming an existing school.
- Q35: How did DCPS in FY19 and to date in FY20 utilize the Master Facilities Plan and its annual supplement? Please include the following:
- How the MFP informed capital budget requests and expenditures, including small capital projects in the Capital improvement plan (CIP);
 - How DCPS has made adjustments to new capital projects or projects previously included in the CIP;
 - How it guides the analysis and availability of swing space;
 - How it impacts operating budget planning and expenditures;
 - How it is used to evaluate and adjusts school policies; and
 - How it is used to inform staffing needs.
- Q36: Please describe any efforts made to comply with the PACE requirement to include estimated cost of maintenance and operations of the improved school facility in the CIP backup documentation.
- Will this information be included in the FY21 budget submission?
- Q37: Provide a detailed description on how the Facility Condition Assessments inform capital budget planning.
- According to the Facility Condition Assessments, what were the total amount of capital improvements needed, by facility, and by project type (HVAC, roof repair, windows, etc.) in FY19, and FY20.

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

- Q38: Discuss the availability of swing space, if current swing space is adequate, or if additional swing space is needed should the CIP realize increased investments. Indicate which areas of the city need additional swing space, and any options currently under evaluation.
- Q39: Describe the steps taken by DCPS in FY18 and in FY19 to date 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.

Academic Achievement and Student Supports

- Q40: Please list all targeted reading and math interventions DCPS has invested in. For each intervention, please state the following:
- a. Whether it is evidence-based;
 - b. Its cost;
 - c. All schools which have used that intervention for SY18-19;
 - d. If the intervention is offered to all students or just a subset of students, including how students are selected; and
 - e. If intervention is paid for by the school or by Central Office.
- Q41: During SY16-17, targeted schools received additional literacy personnel (Assistant Principals of Literacy, Reading Specialists, instructional coaches) as part of DCPS literacy goals. Please name those schools and describe gains made in literacy in SY16-17, SY17-18, SY18-19, and SY19-20 to date. Also include schools participating with outside literacy partners for student assistance or partners for teacher supports for becoming reading specialists and provide all DCPS student outcomes in these programs as well.
- Q42: Please provide the committee in excel formant literacy proficiency rates for grades 1-10 by school and grade.
- Q43: 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:
- 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?
 - b. What additional training or professional development support is available to DCPS teachers who were teaching AP courses for the first time?
 - c. What is the status of every high school offering 20 elective courses? Are electives the same at each school, why or why not?
 - d. What additional support did Central Office provide high schools with smaller enrollments in creating and supporting new courses?
 - e. Did DCPS conduct any evaluation with high school students or teachers to measure the impact of these investments?

f. Provide the Committee with:

1. A list of each school that had International Bachelorette programs during SY18-19 and SY19-20 to date;
2. A list of all AP courses offered during SY18-19 and SY19-20 to date;
3. The number of students enrolled in each of the AP classes during SY18-19 and SY19-20 to date;
4. The number of students in each high school that took an AP exam in 2015, 2016, 2017, 2018, and 2019;
5. The percent of students who scored a 3, 4 or 5 on AP exams in 2019 by subject and score; and
6. A description of efforts by DCPS in FY19 and FY20 to date to increase the number of students of color enrolling in AP courses.

Q44: 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.

Q45: Please also give an update of DCPS' efforts and actions with regard to the Empowering Males of Color and Reign programs including outcomes.

Q46: Provide the total amount of funding that was allocated to and spent by each DCPS school for Title I in FY19 and FY20 to date. Please describe in detail how these funds were spent to enhance student achievement.

Q47: For each of the lowest performing schools, please provide a breakdown of the services and supports that were provided by the Office of School Design and Continuous Improvement in SY18-19, to accelerate their achievement. Please also detail by school the costs expended for these services and supports. Additionally, please provide a narrative description of the school improvement and turnaround methods the agency used in SY18-19 for each low performing school and how those indicatives impacted student achievement.

Q48: Please describe DCPS' plan to provide professional development or extra funding to schools in the bottom 5% in the STAR Framework. What is DCPS' plan for schools that after three years continue to show little to no progress? Which office is responsible for overseeing this plan?

Q49: Provide a breakdown of expenditures in FY19 and FY20 to date on arts and humanities education and programming, broken down school and central, by personnel and non-personnel, and by source funding (i.e. federal, local, and local at-risk).

Q50: Please provide the following information for the DCPS NAF academies for SY18-19 and SY19-20 to date:

- a. The school name and academy type;
- b. The number of students enrolled in each program;

- c. A description of the coursework for each academy type; and
- d. Any notable milestones or achievements in terms of student outcomes as a result of this program.
- e. Any additional NAF academies DCPS plans to open for SY 20-21.

Q51: In SY13-14, DCPS established targeted Ninth Grade Academy programs at eight comprehensive high schools across the District to help first-year ninth grade students successfully complete the first year of high school. Please provide the following for each Ninth Grade Academy by school for SY 13-14, SY14-15, SY15-16, SY16-17, SY17-18, SY18-19:

- a. Truancy
- b. Attendance,
- c. Chronic Absenteeism
- d. Promotion

Q52: Provide the following attendance data for the entire agency by grade level, by school or program that utilizes DCPS as an LEA, and by whether or not the students have an IEP, for school year 2018-2019 and the 2019-2020 school year to date. Include any non-public school attended by students with a disability:

- a. The number and percent of students with 1-5 unexcused absences;
- b. The number and percent of students with 6-10 unexcused absences;
- c. The number and percent of students with 11-20 unexcused absences;
- d. The number and percent of students with 21+ or more unexcused absences;
- e. Of the truant cases for students who have missed 10+ days please state how many have been referred to CFSA and please provide a narrative describing the root causes of the unexcused absences; and
- f. For cases involving students 14 years and older, how many per school have been referred to CFSA?

Q53: Provide an update on the work of the school-based student support teams. For SY18-19 and SY19-20 to date, please provide the following information, broken down by school:

- a. The number and percent of referrals to an SST made for unexcused absences, including the percent of such referrals made within 2 school days after the accumulation of 5 or more unexcused absences;
- b. The number and percent of SST meetings for unexcused absences, including the percent of such meetings held within 5 days of the referral;
- c. The number and percent of SST meetings for unexcused absences held where the student and/or student's parent was present;
- d. The number and percent of SST meetings in which the root causes of the unexcused absences were recorded;
- e. A tally of the root causes of unexcused absences identified by the SSTs;
- f. The number and percent of SST meetings in which an action plan was put in place including:
 - a. The type and number of times by type of school and community based service identified in the action plan; and
 - b. The number of action plans in which an attendance contract was the sole intervention put in place.

- Q54: Describe in detail DCPS' programs or interventions to address students' truancy and increase attendance that were undertaken in SY18-19 and SY 19-20 to date. Please include:
- The number of students each truancy program serves;
 - An account of any progress made in each program/initiative; and
 - Plans to expand truancy prevention programs.
- Q55: Please provide information on the subsequent reenrollment and truancy patterns of students referred for an SST, or to CFSA or CSSD for SY18-19:
- Of the DCPS students referred for a SST meeting in SY17-18, how many reenrolled in DCPS for SY18-19?
 - Of the DCPS students who were referred for a SST meeting in SY17-18 and reenrolled in DCPS the following school year, how many were truant again during SY18-19?
 - Of the DCPS students referred to CFSA during SY16-17, how many reenrolled in DCPS for SY18-19?
 - Of the DCPS students who were referred to CFSA during SY17-18 and reenrolled, how many were truant again during SY18-19?
 - Of the DCPS students referred to CSSD during SY17-18, how many reenrolled in DCPS for SY18-19?
 - Of the DCPS students who were referred to CSSD during SY17-18 and reenrolled in DCPS the following school year, how many were truant again during SY18-19?
 - Overall, what percent of DCPS who were reported as truant in SY17-18 were truant again during SY18-19?
 - Which grades had the highest truancy repeaters for SY18-19?
- Q56: Regarding disciplinary hearings, please provide data quantifying the following for SY18-19:
- The number of disciplinary hearings requested regarding suspensions and expulsions;
 - The number of disciplinary hearings that occurred;
 - The average number of school days that passed from the underlying disciplinary incident to the hearing;
 - The average number of school days from the hearing to the hearing officer's recommendation;
 - The number and percent of cases in which manifestation determination meetings were held by the multidisciplinary team at the child's school before a disciplinary hearing was convened;
 - The number and percent of cases in which the hearing officer dismissed the request to suspend or expel a student;
 - The number and percent of cases in which the hearing officer modified the tier of the request to suspend or expel a student; and,
 - The number of and percent cases in which the Chancellor or her designee changed the length of discipline from that imposed in the hearing officer's decision, including the average number of days different from the hearing officer's decision, and the direction of the change (longer or shorter).
- Q57: For SY18-19 and SY19-20 to date, 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.

Specialized Instruction

- Q58: How many Head Start Schoolwide Model classrooms did DCPS operate in SY18-19 and SY19-20 to date? Please identify the total number of Head Start eligible children the program served in SY18-19 and SY19-20 to date.
- Q59: Provide an update on DCPS' public/private partnerships to provide special education services during SY18-19 and SY19-20 to date.
- Q60: How many students transitioned from a nonpublic school to a DCPS school in SY18-19 and SY19-20?
- Q61: For SY14-15, SY15-16, SY16-17, SY17-18, and SY18-19, please provide the following graduation information for students with IEPs, broken down by: school, level of "LRE" (A, B, C, or separate school), and by disability classification:
- a. The number and percent of students who graduated with a diploma in 4 years;
 - b. The number and percent of students who graduated with a diploma in 5 years;
 - c. The number and percent of students who graduated with a diploma in 6 years;
 - d. The number and percent of students who exited high school with a certificate of completion; and
 - e. Please also provide the data about post-secondary outcomes for these students.
- Q62: Describe the initiatives and policy changes the agency made in SY18-19 and SY19-20 to date to move DCPS' special education services from a compliance driven focus to an outcome driven focus. Please also describe how these changes impacted student learning.
- Q63: Please list which schools have special education coordinators during SY18-19 and SY19-20 to date. Please also indicate which schools have a shared special education coordinator.
- Q64: Please provide school-level data regarding the timeliness of special education evaluations, IEP meetings, and service provisions for SY18-19.
- Q65: With respect to 504 plans: Please outline DCPS' §504 grievance process, including key participants in the process. Please provide data for the total number of 504 grievances filed during SY17-18, SY18-19, and SY19-20 to date, and for each year please identify how many of those grievances were related to eligibility, how many were related to failure to implement the 504 plan, and how many were related to concerns about the quality of the 504 plan. For each year, please provide general data of grievance outcomes.
- Q66: How does DCPS' Central Office monitor §504 compliance? The answer should include, but not be limited to, the following information:
- a. How many DCPS staff monitor 504 planning full-time? Part-time? What are their names and titles?
 - b. How often does Central Office review each 504 plan?
 - c. Who is responsible for overseeing 504 plan development on the school level? How many schools have 504 coordinators? Does funding for a 504 coordinator come from Central Office

or the school? What specialized training do DCPS' 504 staff receive that is different from training provided broadly to administrators and broadly to teachers?

- d. Please also provide any written internal policies, processes, guidance, or procedures about Section 504.

- Q67: For each DCPS school other than River Terrace, please list the following information for SY18-19 and SY19-20 to date:
- a. Number of related service providers assigned to the school, by discipline (if a related service provider serves more than one school, please indicate the number of hours they have available to serve the school);
 - b. Caseload of related service providers assigned to the school, by discipline;
 - c. Number of special education teachers assigned to the school;
 - d. Physical resources to support special education students (e.g., occupational therapy rooms, de-escalation spaces, hydrotherapy rooms, etc.);
 - e. Whether the school is wheelchair-accessible; and
 - f. Number of inclusion teachers allocated to each school.
- Q68: For SY18-19 and SY19-20 to date, please provide the number of students who have Individualized Education Plans (IEPs) in DCPS in each of the following categories: (a) Students attending DCPS, (b) Students attending charter schools for which DCPS is the LEA, (c) Students attending non-public programs whose LEA is DCPS, and (d) Students attending residential treatment centers or psychiatric residential treatment facilities whose LEA is DCPS.
- Q69: How many DCPS students currently have 504 plans? Please break down the numbers by grade level and school.
- Q70: How many developmental screenings did the Early Stages program conduct in SY18-19 and SY19-20 to date? How many screenings were recommended for further evaluation? Please list the timeframe it took to complete the evaluations (i.e. the number and percentage of evaluations that were completed within 60 days, 90 days, 120 days, and the total that took longer than 120 days).
- Q71: Provide outcomes data for students with disabilities transitioning out of DCPS into adulthood, including the following data for SY18-19 broken down by disability classification:
- a. The number of students receiving an eligibility determination from RSA before graduation;
 - b. The number of students connected to a postsecondary pathway to graduation; and,
 - c. The number of students attending college within a year of high school graduation.
- Q72: What programs, if any, does DCPS offer for special education students in need of credit recovery? Please include the number of students these programs can serve; a description of the curricula used in these programs; and how students with special needs can recover credits in summer school.
- Q73: Please describe DCPS' efforts in SY18-19 and SY19-20 to date, 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.

- Q74: DCPS operates the Luke C. Moore Academy, Washington Met, Youth Engagement Academy, Ballou STAY, Roosevelt STAY and Twilight programs for students who are over age and under credited. For each of the locations where these programs are offered, please list:
- How many students were enrolled in each program in, SY15-16, SY16-17, SY17-18, SY18-19, and SY19-20 to date;
 - How many students have successfully graduated in SY15-16, SY16-17, SY17-18, SY18-19, and SY19-20 to date;
 - How many students in the program have IEPs;
 - How many students in the program have 504s;
 - The number of special education teachers assigned to the program;
 - The number of hours of specialized instruction that can be provided to a student in the program; and,
 - The number and types of related service providers assigned to the program.
- Q75: Describe mechanisms DCPS has developed and implemented during SY18-19 and SY19-20 to date to provide 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.
- Q76: Provide the total amount of funding that was allocated to and spent by each DCPS school for Title III in SY18-19 and SY19-20 to date. Please describe how these funds were spent to enhance student achievement.
- Q77: For SY16-17, SY17-18, SY18-19, and SY19-20 to date, please provide the number of students who are English language learners, by age, grade level and classification. If available, please provide the top five primary languages spoken by these students in SY18-19.
- Q78: The number of ELL students in DCPS has been increasing for several years. Please describe the strategies and initiatives DCPS has implemented in SY18-19 and SY19-20 to date to provide these students with the level of support needed to succeed.

General Questions

- Q79: Provide a current organizational chart for DCPS and the name of the employee responsible for the management of each office/program. If applicable, please provide a narrative explanation of any organizational changes made during FY19 or to date in FY20.
- Q80: Provide the agency's performance plan for FY19. Did DCPS meet the objectives set forth in the FY19 performance plan? Please provide a narrative description of what actions the agency undertook to meet the key performance indicators, including an explanation as to why any indicators were not met.
- Q81: Provide the agency's performance plan for FY20.
- Q82: Provide the following budget information for DCPS, including the approved budget, revised budget, and expenditures, for FY19 and to date in FY20:

- a. At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.
- b. At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.
- c. At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group.

[NOTE: for electronic submission we want the raw data – CFO data dump]

- Q83: Provide a cross-walk between all budget codes from FY9 and the new budget codes used for the FY20 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.
- Q84: Provide a complete accounting of all intra-district transfers received by or transferred from DCPS during FY19 and to date in FY20. For each, please provide a narrative description as to the purpose of the transfer and which programs, activities, and services within DCPS the transfer affected.
- Q85: Provide a complete accounting of all reprogrammings received by or transferred from DCPS during FY19 and to date in FY20. For each, please provide a narrative description as to the purpose of and reason for the transfer and which programs, activities, and services within the agency the reprogramming affected. In addition, please provide an accounting of all reprogrammings made within the agency that exceeded \$100,000 and provide a narrative description as to the purpose of and reason for the transfer and which programs, activities, and services within the agency the reprogramming affected.
- Q86: Please provide a list of all DCPS's fixed costs budget and actual dollars spent for FY19 and to date in FY20. Include the source of funding and the percentage of these costs assigned to each DCPS program. Please provide the percentage change between DCPS's fixed costs budget for these years and a narrative explanation for any changes.
- Q87: Describe any spending pressures that existed in FY19. In your response please provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.
- Q88: Identify potential areas where spending pressures may exist in FY20. Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY20 budget.
- Q89: Please provide a list of all FY19 full-time equivalent positions for DCPS, broken down by program and activity. In addition, for each position please note whether the position is filled (and if filled, the name of the employee) or whether it is vacant. Finally, please indicate the source of funds for each FTE (local, federal, special purpose, etc.).
- Q90: How many vacancies were posted for DCPS during FY19? To date in FY20? Which positions? Why was the position 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.

- Q91: How many employee performance evaluations were completed in FY19 and how was performance measured against position descriptions? To date in FY20? What steps are taken to correct poor performance and how long does an employee have to correct their performance?
- Q92: Provide the Committee with the following:
- a. A list of all vehicles owned, leased, or otherwise used by the agency and to whom the vehicle is assigned;
 - b. A list of the total overtime and workman's compensation payments paid in FY19 & FY20 to date;
 - c. A list of travel expenses for FY19 and to date in FY20, arranged by employee.
- Q93: Provide the following information for all grants awarded to or accepted by DCPS during FY19 and to date in FY20:
- a. Grant Number/Title;
 - b. Approved Budget Authority;
 - c. Expenditures (including encumbrances and pre-encumbrances);
 - d. Purpose of the grant;
 - e. Grant deliverables;
 - f. Grant outcomes, including grantee performance;
 - g. Any corrective actions taken or technical assistance provided;
 - h. DCPS program and activity supported by the grant;
 - i. DCPS employee(s) responsible for grant deliverables; and
 - j. Source of funds.
- Q94: Provide the following information for all contracts awarded by DCPS during FY19 and to date in FY20:
- a. Contract number;
 - b. Approved Budget Authority;
 - c. Funding Source;
 - d. Whether it was competitively bid or sole sourced;
 - e. Expenditures (including encumbrances and pre-encumbrances);
 - f. Purpose of the contract;
 - g. Name of the vendor;
 - h. Contract deliverables;
 - i. Contract outcomes;
 - j. Any corrective actions taken or technical assistance provided; and
 - k. DCPS employee/s responsible for overseeing the contract.
- Q95: Please provide the following information for all contract modifications made by DCPS during FY19 and to date in FY20, broken down by agency program and activity:
- a. Name of the vendor;
 - b. Purpose and reason of the contract modification;
 - c. Employee/s responsible for overseeing the contract;
 - d. Modification cost, including budgeted amount and actual spent; and
 - e. Funding source.

- Q96: Please provide the following information for all purchase card transactions during FY19 and to date in FY20:
- a. Employee that made the transaction;
 - b. Transaction amount; and
 - c. Transaction purpose.
- Q97: Please list all settlements entered into by the agency or by the District on behalf of the agency in FY19 or FY20, to date, and provide the parties' names, the amount of the settlement, and if related to litigation, the case name and a brief description of the case. If unrelated to litigation, please describe the underlying issue or reason for the settlement (e.g. administrative complaint, etc.).
- Q98: Please provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within DCPS during FY19 and to date in FY20. This includes any reports of the DC Auditor, the Office of the Inspector General, or federal agencies. In addition, please provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits.