Agency Operations

Q1: Provide the following enrollment data for DCPS:
   a. DCPS student enrollment by grade for each school for School Year 17-18 (“SY”) (based on the final audited enrollment report) and SY18-19 (audited);
   b. Summer school enrollment, broken down by grade for Fiscal Year 2013 (“FY”), FY14, FY15, FY16, and FY17, FY18; and,
   c. What is the proposed summer school enrollment and budget for FY19.

Q2: The following questions are regarding the DCPS out-of-boundary (K-12), application, and pre-K lottery process:
   a. How many and what percentage of students applied through the lottery for SY13-14, SY14-15, SY15-16, SY16-17, SY17-18, SY18-19? Please provide the numbers for each category—out-of-boundary, application, and Pre-K.
   b. How many and what percentage of students in each school are out-of-boundary for SY16-17, SY17-18, and SY18-19 (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:
   a. DCPS’s total Medicaid billing and total Medicaid received for FY17, FY18, FY19 to date;
   b. A list of the 20 most frequently billed Medicaid reimbursable school-based services; and
   c. A school-by-school breakdown of Medicaid billing that was billed and received for FY17, FY18 and to date in FY19.

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:
   a. Development of DCPS and individual school discipline policies and any challenges experienced, including how DCPS is involving students, parents, and staff;
   b. DCPS’ in-school suspension policy and how central office monitors schools’ compliance with the policy;
   c. Any updates to DCPS due process rights and procedures;
   d. Challenges and successes in implementing Section 204(b) regarding the number of days a student may be suspended;
   e. The additional reporting requirements in the bill; and
   f. Any steps that DCPS is taking to support schools to prepare for the next phase of implementation, SY2019-2020;
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 SY17-18 and SY18-19 to date.

Q10: 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 FY17, FY18, and FY19 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 for FY17, FY18, and FY19.
   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 SY16-17, SY17-18, and SY18-19 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 FY17, FY18, FY19 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 compliant?
   i. Please provide any agendas, notes, summaries, attendance numbers, or other materials from the monthly security guard feedback meetings conducted during SY16-17, SY17-18, and SY18-19 to date.
   j. Has DCPS surveyed or asked students to provide feedback on performance and interactions with school security personnel during SY15-16, SY16-17, or SY17-18? If yes, please provide the key findings or results.

**Human Capital**

Q11: Please give a narrative description of recruitment efforts by DCPS along with an accounting of the expenditures for recruitment in FY17, FY18, FY19 to date. Please include a description of the recruitment efforts the Office of Talent and Culture undertook in FY18, 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.

Q12: For SY16-17, 17-18, and 18-19 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 more than 20 cumulative school days?

Q13: 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 SY16-17, SY17-18, and SY18-19 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 FY17, and to date in FY18.
   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.

Q14: Give a narrative description of recruitment efforts by DCPS as it relates to bi-lingual school-based physical, mental, and behavioral health professionals.

Q15: Describe the professional developments opportunities provided/offered to DCPS staff that was in collaboration with other local education agencies for SY16-17, SY17-18, and SY18-19 to date.

Q16: 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 each of SY17-18 and SY18-19 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 participate in these trainings and/or activities.

Q17: For FY17, FY18, FY19 to date, please provide an accounting of the agency’s expenditures resulting from IMPACT (including, bonuses, management, oversight, and implementation).

Q18: 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 in SY13-14, SY14-15, SY15-16, SY16-17, SY17-18;
   b. Provide the total number of employees by ward who were ranked highly effective, developing, minimally effective, and ineffective for SY17-18;
   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.

Q19: 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 FY17?
Performance Oversight Questions
DC Public Schools

Q20: How many Highly Effective teachers were there in one star schools during FY18? How many of them had been retained from FY17? How many stayed in their school for the current school year?

Q21: What percentage of teachers improved their evaluation rating between SY15-16 and SY16-17? SY16-17 and SY17-18? Please include data for the following: Minimally Effective to Developing; Developing to Effective; Effective to Highly Effective.

Q22: 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 FY18 and FY19 to date.

Q23: How many exit interviews/surveys did the agency conduct in FY18? 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.

Q24: Have there been any accusations by employees or potential employees that DCPS has violated hiring and employment non-discrimination policies in FY18? If so, what steps were taken to remedy the situation(s)? Please indicate if this was an increase or decrease from accusations made during FY17.

Q25: 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 FY18 and FY19, to date, whether or not those allegations were resolved.

Capital, Planning & Partnerships

Q26: What inter-agency program, initiatives, or MOUs were in place for FY18 and which are either in place or are planned for FY19? 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:

a. DC Public Charter Schools;
b. Public Charter School Board;
c. DC Public Library;
d. DC Department of General Services;
e. DC Metropolitan Police Department;
f. DC Department of Behavioral Health;
g. DC Department of Health;
h. DC Department of Transportation;
i. Office of the Deputy Mayor for Education;
j. Office of the Deputy Mayor for Health and Human Services;
k. Office of Planning; and
l. DC Board of Elections.

Q27: List and describe any agreements (MOAs) or memoranda of understandings (MOUs) between DCPS and non-profit organizations and foundations that were in place during FY18 and also currently in
place for FY19, besides those that provide special education services. Please provide a copy of those MOUs.

Q28: 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 SY17-18 and to date in SY18-19 by school.

Q29: The following questions are regarding DCPS capital budget:
   a. 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.
   b. Provide the list of all stabilization and small capital projects for FY18. Please include a description of the project; amount budgeted and actual dollar spent per project; and the status of the work (completed or ongoing).

Q30: 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).

Q31: Provide the updated DCPS school facility condition assessments that is conducted annually by DGS.

Q32: Please describe the policy and procedures for naming a new school or renaming an existing school.

Q33: Describe the steps taken by DCPS in FY17 and in FY18 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.

Q34: Please provide the Committee with an update on the development of a new Middle School in the Shaw neighborhood, including copies of the feasibility analysis reports for potential sites and the community engagement plan.

**Academic Achievement and Student Supports**

Q35: 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 SY17-18;
   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.

Q36: 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, and SY18-19 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.

Q37: Please provide the committee in excel formant literacy proficiency rates for grades 1-10 by school and grade.

Q38: Discuss and provide plans for how DCPS has taken recommendations from the PERAA evaluation for students with special needs and the possibility for increased collaboration and applied that to policy. How is the DCPS Strategic Plan incorporating these recommendations and works?

Q39: 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 SY17-18 and SY18-19 to date;
      2. A list of all AP courses offered during SY17-18 and SY18-19 to date;
      3. The number of students enrolled in each of the AP classes during SY16-17, SY17-18, and SY18-19 to date;
      4. The number of students in each high school that took an AP exam in 2015, 2016, 2017, and 2018;
      5. The percent of students who scored a 3, 4 or 5 on AP exams in 2018 by subject and score; and
      6. A description of efforts by DCPS in FY18 and FY19 to date to increase the number of students of color enrolling in AP courses.

Q40: 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.

Q41: Please also give an update of DCPS’ efforts and actions with regard to the Empowering Males of Color and Reign programs including outcomes.

Q42: Provide the total amount of funding that was allocated to and spent by each DCPS school for Title I in FY17 and FY19 to date. Please describe in detail how these funds were spent to enhance student achievement.
Q43: 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 SY17-18, 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 SY17-18 for each low performing school and how those indicatives impacted student achievement.

Q44: In December of 2018, OSSE rolled out the STAR Framework. Please describe the community engagement process to inform school communities about the framework’s roll out and individual school performance. Please include dates and agendas when describing meetings.

Q45: 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?

Q46: Please provide a breakdown of which schools participated in extended day for SY17-18. Please also include which grades were impacted; how much additional time was added to the school day; and outcomes observed as a result of this investment compared to expected outcomes.

Q47: Provide the Committee with the list of schools that have a language immersion program or dual language program (including what language is taught). Also, please include the DCPS process/policy for a school to start a language immersion program and if any changes have been made to this policy in for SY18-19. Finally, please list any schools where current language immersion programs are identified as potentially expanding within the next three school years.

Q48: Please provide the following information for the DCPS NAF academies for SY17-18 and SY18-19 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.

Q49: 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 an update on the implementation and the outcomes observed in SY17-18. In your response, please include a description of the Ninth Grade Academies impact on truancy and attendance, promotion, and school climate. Please use real data in your answer.

Q50: Besides Ninth Grade Academies, please provide a detailed description of all efforts, programs, or initiatives, planned or undertaken, in SY17-18 and to date in SY18-19 to increase the graduation rate. For any listed programs, please identify how many youth are served, what specific services are provided, any plans for expansion, and the capacity of any program to serve students with disabilities and English Language Learners.

Q51: 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 2017-2018.
and the 2018-2019 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?

Q52: Provide an update on the work of the school-based student support teams. For SY17-18 and SY18-19 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.

Q53: Describe in detail DCPS’ programs or interventions to address students’ truancy and increase attendance that were undertaken in SY17-18 and SY 18-19 to date. Please include:

a. The number of students each truancy program serves;
b. An account of any progress made in each program/initiative; and
c. Plans to expand truancy prevention programs.

Q54: Please provide information on the subsequent reenrollment and truancy patterns of students referred for an SST, or to CFSA or CSSD for SY17-18:

a. Of the DCPS students referred for a SST meeting in SY16-17, how many reenrolled in DCPS for SY17-18?
b. Of the DCPS students who were referred for a SST meeting in SY16-17 and reenrolled in DCPS the following school year, how many were truant again during SY17-18?
c. Of the DCPS students referred to CFSA during SY16-17, how many reenrolled in DCPS for SY17-18?
d. Of the DCPS students who were referred to CFSA during SY16-17 and reenrolled, how many were truant again during SY17-18?
e. Of the DCPS students referred to CSSD during SY16-17, how many reenrolled in DCPS for SY17-18?
f. Of the DCPS students who were referred to CSSD during SY16-17 and reenrolled in DCPS the following school year, how many were truant again during SY17-18?
g. Overall, what percent of DCPS who were reported as truant in SY16-17 were truant again during SY17-18?
h. Which grades had the highest truancy repeaters for SY17-18?

Q55: Regarding disciplinary hearings, please provide data quantifying the following for SY17-18:
   a. The number of disciplinary hearings requested regarding suspensions and expulsions;
   b. The number of disciplinary hearings that occurred;
   c. The average number of school days that passed from the underlying disciplinary incident to the hearing;
   d. The average number of school days from the hearing to the hearing officer’s recommendation;
   e. 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;
   f. The number and percent of cases in which the hearing officer dismissed the request to suspend or expel a student;
   g. The number and percent of cases in which the hearing officer modified the tier of the request to suspend or expel a student; and,
   h. 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).

Q56: For SY17-18 and SY18-19 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.

Q57: Please quantify for each school the number of homeless youth enrolled in DCPS for SY17-18 and SY18-19 to date. How much did DCPS spend on homeless student support services in FY17 and what type of activities/efforts did that funding cover? How much in transportation is spent by DCPS per homeless youth?

Specialized Instruction

Q58: How many Head Start Schoolwide Model classrooms did DCPS operate in SY17-18 and SY18-19 to date? Please identify the total number of Head Start eligible children the program served in SY17-18 and SY18-19 to date.

Q59: Provide an update on DCPS’ public/private partnerships to provide special education services during SY17-18 and SY18-19 to date.

Q60: How many students transitioned from a nonpublic school to a DCPS school in SY16-17 and SY17-18?

Q61: Describe the initiatives and policy changes the agency made in SY17-18 and SY18-19 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.
Q62: Please list which schools have special education coordinators during SY17-18 and SY18-19 to date. Please also indicate which schools have a shared special education coordinator.

Q63: Please provide school-level data regarding the timeliness of special education evaluations, IEP meetings, and service provisions for SY17-18.

Q64: For each DCPS school other than River Terrace, please list the following information for SY17-18 and SY18-19 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.

Q65: For SY17-18 and SY18-19 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.

Q66: How many DCPS students currently have 504 plans? Please break down the numbers by grade level and school.

Q67: How many developmental screenings did the Early Stages program conduct in SY17-18 and SY18-19 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).

Q68: Provide outcomes data for students with disabilities transitioning out of DCPS into adulthood, including the following data for SY17-18 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.

Q69: 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.

Q70: Please describe DCPS’ efforts in SY17-18 and SY18-19 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.
Q71: 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:

a. How many students were enrolled in each program in, SY15-16, SY16-17, SY17-18, and SY18-19 to date;

b. How many students have successfully graduated in SY15-16, SY16-17, SY17-18, and SY18-19 to date;

c. How many students in the program have IEPs;

d. How many students in the program have 504s;

e. The number of special education teachers assigned to the program;

f. The number of hours of specialized instruction that can be provided to a student in the program; and,

g. The number and types of related service providers assigned to the program.

Q72: Describe mechanisms DCPS has developed and implemented during SY17-18 and SY18-19 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.

Q73: Provide the total amount of funding that was allocated to and spent by each DCPS school for Title I in SY17-18 and SY18-19 to date. Please describe how these funds were spent to enhance student achievement.

Q74: For SY16-17, SY17-18, and SY18-19 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 SY17-18.

Q75: The number of ELL students in DCPS has been increasing for several years. Please describe the strategies and initiatives DCPS has implemented in SY16-17 and SY17-18 to date to provide these students with the level of support needed to succeed.

**HHIP Questions**

Q76: For SY16-17 and SY17-18, how many DCPS students received medically-excused absences for more than ten school days during the school year? (Both sequential and cumulative)? Does this trigger any DCPS intervention or action?

Q77: Please provide the names and titles of DCPS individuals, including contractors, who worked in the HHIP in FY18 and FY19 to date. Indicate whether they work full-time or part-time on HHIP, and the name and title of the individual(s) who supervise them.

Q78: Provide the most recent copies of all internal and external policies, processes, guidance, or procedures, including the following:

a. HHIP-related timelines;

b. Process for referral;

c. Eligibility determination;

d. The appeals process, if there is one;

e. How DCPS ensures students receive the necessary course credits; and

f. The protocol for transitioning a child from HHIP back in to school.
Q79: Please describe DCPS’s HHIP decision-making process, beginning with a child’s referral to HHIP.

Q80: How does DCPS track the actual number of instructional hours provided to a child?

Q81: Provide a narrative description of a successful transition plan.

Q82: Please describe the appeals panel process. For SY16-17, SY17-18, and SY18-19 to date, provide the number of appeals that were requested, the number of panels held, and generally describe the outcome. Please also provide the name and title of the person that served on the panel.

Q83: How are HHIP eligibility and services determined for a child with an IEP?

Q84: What percentage of children referred to HHIP have an IEP or a 504 plan at the time of referral?

Q85: For SY16-17, SY17-18, and SY18-19 to date, please provide the following data, by school:
   a. A list of all of the HHIP coordinators (in each DCPS school);
   b. The number of students for whom a request was submitted to HHIP;
   c. The number of HHIP requests that were denied, as well as the number approved;
   d. The number of students in the program receiving in-person instructional time with a DCPS-provided teacher in the setting to which the student was confined, and the average number of hours per week of instruction time;
   e. The number of students in the program who only receive instruction from a computer program or software;
   f. The average time from date of referral to final eligibility determination;
   g. The average time from a positive eligibility finding to initial receipt of HHIP services;
   h. The number of HHIP requests which resulted in no response from DCPS; and
   i. A general breakdown of the reasons for denial (ie--insufficient medical documentation, sufficient documentation but determined ineligible).

Q86: For SY16-17, SY17-18, and SY18-19 to date, please provide the following data, by school:
   a. The average total number of weekly instructional hours outlined in a child’s HHIP plan;
   b. The average number of 1:1 “face-to-face” (ie. in-person or via Skype) instructional hours received per child per week;
   c. The average number of hours received via computer program;
   d. In weeks, the average duration of a child’s received HHIP services;
   e. The number of children discharged from HHIP;
   f. The number of children that had a written transition plan in place upon discharge; and
   g. The number of final transition-planning meetings included a parent or guardian.

Q87: For SY16-17, SY17-18, and SY18-19 to date, provide the number of HHIP referrals were made for psychiatric conditions, post-partum services, and other conditions. What are the rates of eligibility for each category?

Q88: Of the high school children enrolled in HHIP, how many received Carnegie credits in SY16-17, SY17-18, and SY18-19 to date? How many had to retake a class in SY16-17, SY17-18, and SY18-19 to date?

Q89: The Committee on Education sent a letter to DCPS about the HHIP program on July 11, 2018. In
DCPS’ response, DCPS indicated that it took more than five days upon receipt of a completed referral to determine eligibility. What barriers prevent DCPS from complying with the five-day timeline set in your policy manual?

Q90: What barriers might prevent DCPS from further reducing its five-day timeline for making an eligibility decision?

Q91: In cases where DCPS has received a fully-completed physician eligibility form, how does the HHIP Program Manager determine whether additional medical information is necessary to determine eligibility? (see p. 6 of manual)
   a. How often does this happen in SY16-17, SY17-18, and SY18-19 to date?

Q92: How many referrals were received through New Heights in SY16-17, SY17-18, and SY18-19 to date?

Q93: Provide a description of DCPS's process for providing HHIP to students who are in-patient at The Psychiatric Institute of Washington (“PIW”), Children’s National Medical Center (“CNMC”), and St. Elizabeths Hospital, including a description of any challenges DCPS faces in accessing and providing services within those settings and an update on any MOUs that are contemplated.

Q94: How many physician verification form referrals did HHIP receive directly from CNMC in SY16-17, SY17-18, and SY18-19 to date?

Q95: Does DCPS track the number of students who are in-patient at CNMC or PIW annually? If so, how many applications were received in SY16-17, SY17-18, and SY18-19 to date? How many children at CNMC and PIW received HHIP services while in-patient in SY16-17, SY17-18, and SY18-19 to date? How long did they receive HHIP services?

Stakeholder Engagement and Communication

Q96: Please describe DCPS’ public engagement activities for SY17-18 and to date in SY18-19.

Q97: DCPS conducts student and parent surveys to provide valuable information to central office and school-based staff on such things as academic and extracurricular programming, communications, and facilities. How many surveys were collected of each regarding SY17-18? And what were the key findings of those surveys? Please provide copy of the surveys and results.
   a. How has the agency changed its practices as a result of such feedback?

Q98: Please specify the student recruitment and outreach efforts that were implemented in SY17-18 and that will be made in SY18-19 to reach families and students. In addition, please specify:
   a. The agency’s timeline for student recruitment;
   b. The agency’s goals for student enrollment;
   c. How DCPS publicized schools throughout the communities; and,
   d. The resources allotted for this effort.

General Questions
Q99: 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 FY18 or to date in FY19.

Q100: Provide the agency’s performance plan for FY18. Did DCPS meet the objectives set forth in the FY18 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.

Q101: Provide the agency’s performance plan for FY19.

Q102: Provide the following budget information for DCPS, including the approved budget, revised budget, and expenditures, for FY18 and to date in FY19:
   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]

Q103: Provide a cross-walk between all budget codes from FY18 and the new budget codes used for the FY19 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.

Q104: Provide a complete accounting of all intra-district transfers received by or transferred from DCPS during FY18 and to date in FY19. 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.

Q105: Provide a complete accounting of all reprogrammings received by or transferred from DCPS during FY18 and to date in FY19. 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.

Q106: Please provide a list of all DCPS’s fixed costs budget and actual dollars spent for FY18 and to date in FY19. 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.

Q107: Describe any spending pressures that existed in FY18. 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.

Q108: Identify potential areas where spending pressures may exist in FY19. Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY19 budget.
Q109: Provide the Committee with the DCPS “Schedule A” data from Peoplesoft with reports for FY14, FY15, FY16, FY17, FY18, and FY19 to date. For each fiscal year, provide a monthly report as of the last day of each month – 12 reports for each fiscal year. These reports should be provided in Excel format and can be exchanged in a secure manner (e.g. physical flash drive or encrypted sharing method). Additionally, do not alter any of the underlying data from Peoplesoft. All 60 columns of data for each report should be included in the Excel files.

Q110: Please provide a list of all FY17 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.).

Q111: How many vacancies were posted for DCPS during FY18? To date in FY19? 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.

Q112: How many employee performance evaluations were completed in FY18 and how was performance measured against position descriptions? To date in FY19? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

Q113: 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 FY18 & FY19 to date;
   c. A list of travel expenses for FY18 and to date in FY19, arranged by employee.

Q114: Provide the following information for all grants awarded to or accepted by DCPS during FY18 and to date in FY19:
   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.

Q115: Provide the following information for all contracts awarded by DCPS during FY18 and to date in FY19:
   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;
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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.

Q116: Please provide the following information for all contract modifications made by DCPS during FY18
and to date in FY19, 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.

Q117: Please provide the following information for all purchase card transactions during FY18 and to date in
FY19:
a. Employee that made the transaction;
b. Transaction amount; and
c. Transaction purpose.

Q118: Please list all settlements entered into by the agency or by the District on behalf of the agency in FY18
or FY19, 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.).

Q119: Please provide copies of any investigations, reviews or program/fiscal audits completed on programs
and activities within DCPS during FY18 and to date in FY19. 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.