

# **District of Columbia International School**

**Annual Report  
2019-2020**

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# District of Columbia International School Narrative

## Mission Statement

District of Columbia International School inspires inquiring, engaged, knowledgeable and caring secondary students who are multilingual, culturally competent, and committed to proactively creating a socially just and sustainable world.

## School Program

### Curriculum design and instructional approach

The District of Columbia International School (DCI) educational vision is comprised of three key elements designed to prepare all of our students for post-secondary success and for life-long learning: the International Baccalaureate (IB) approach of inquiry-driven curriculum and assessments; multilingualism; and employing student agency by leveraging technology to increase achievement and real-world relevance. While we have many areas for improvement and growth, we are achieving this vision for our students and community.

### International Baccalaureate for All

The IB continuum of international education challenges schools and students to excel within an inquiry based curriculum and assessment model that places the learner in the center. Driven by a rigorous pedagogical philosophy, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

DCI employs the interdisciplinary approach of the world-class International Baccalaureate Middle Years Program (MYP), Diploma Program (DP) and Career-related Program (CP). All three programs are well known for their depth, rigor and strong preparation for postsecondary success. The MYP is designed for students in grades 6-10. It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement.

In 11 and 12th grade, DCI learners choose between two IB pathways: the DP or the CP. Traditionally these programs are reserved for 'honors' tracks in school that sort students based on perceived ability. At DCI, we pride ourselves in an educational model that aims to empower all students for post-secondary success. As a result, 100% of our 11th and 12th grade students are taking either the full DP or the full CP.

The DP is an academically challenging and balanced program of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities. The CP incorporates the vision and educational principles of the IB into a unique program specifically developed for students who wish to engage in career-related learning. We have two career pathways at DCI, computer programming and computer hardware. We institute these pathways in collaboration with the National Academy Foundation (NAF) and its DC affiliate DC Career Academy Network (DCAN).

### Multilingualism

Cross-cultural communication is a key to success in the 21st century and it is a requirement of the IB MYP, DP and CP Programs. Thus, bilingualism is key to achieving global citizenship, to understand and to participate authentically in the world. All DCI students study advanced Chinese, French or Spanish. Most students entering the secondary program have achieved a moderate level of fluency and literacy in their target

language. At DCI a selection of students' classes (World Language, arts, middle school social studies and electives) are taught in an immersion environment. The program allows students to continue their progress in a second language and cultural literacy, and even allows them to learn a third language. Students new to World Language education are able to enter a beginning language track in one of the three target languages and are expected to continue study at the IB level until graduation.



Middle school theater students perform Seussical the Musical.



Student council members meet to discuss the role of DCI's student government.



Chinese track students celebrate the Chinese New Year by making dumplings in Delano Hall's World Food Lab.

### **Student Agency:**

The third pillar of DCI is ensuring Student Agency. We are student-centered above all else. The contribution of student agency towards achieving our mission was clear in our 8th grade IB MYP community projects and our IB MYP 10th grade personal projects. Through a structured, yearlong process, students independently selected an action and/or study that met their passions. Personal Project topics this year included climate change, racial profiling, creating a web series, medical field biases, photography with a purpose, serving children with special needs in DC, creating a video game, helping the local Latinx community, coding, and how learning a second language affects the human brain.

Our 8th grade Community Projects this year included exploring veganism and its effect on the community, cleaning up DC, saving the pollinators, the benefits of athletics for students in low-income families, music education, depression identification and prevention, creating a book club, and mass incarceration in the USA. Many students also shifted their projects to address the ongoing global pandemic, including topics such as how to help during the COVID-19 pandemic, how to stop COVID-19 spread, and hosting a quarantine girls group.

Eleventh and twelfth grade students in the Diploma Program write an “Extended Essay” about an academic topic, while students in the Career Program write a “Reflective Project” examining an ethical issue in a career field. Both of these capstone projects allow students to apply their Approaches to Learning Skills that they begin developing in 6th grade in the longest piece of academic writing they will undertake during their secondary education. Students in the Class of 2020 proposed fascinating questions in the categories of Art, Film, History, and English and produced some incredible papers. From researching some of the most complex topics in our nation’s history to analyzing the impact of art on cultural norms, our students dug deeper into subjects they are passionate about and finished 12th grade with the skills needed to produce college level work:

- To what extent has rhetoric changed within advertising surrounding awareness, prevention, and treatment of HIV since its initial outbreak?
- How did the photographers Dorothea Lange and Gordon Parks use photography techniques to create a story and inform others about an issue?
- What were the consequences of the Vietnam War on the foreign policy, economy, and society of the United States, after 1968?

- What impact did the integration of basketball in the 1950s have on the progression of the African-American Civil Rights movement?
- How is the rhetorical device, ethos, used to persuade black women to buy hair products through advertisements presented in *Essence* magazine?
- How does the Japanese Sosaku Hanga Art Movement compare with other art expressionist movements?

And here is a sample of their Reflective Project submissions:

- To what extent should the government regulate the growth of artificial intelligence?
- Should the government be able to use surveillance technology in public spaces?
- To what extent should diversity play a role in the hiring process at IT companies?
- Should we replace jobs currently done by humans with automation even though it might hurt some people's livelihoods?

At DCI, we understand that the effective and ethical use of technology is central to any 21st century profession and lifelong learning. As a result of this understanding, we give each student a Chromebook which they use in their classes and take home for homework. This provides our teachers and students with access to 21st century learning and engagement tools and resources. We understand, however, that digital tools do not replace the importance of relationships and high levels of meaningful engagement between our students and teachers.

Thus, we see the Chromebooks as a lever to make learning more relevant, personalized, and collaborative than it would otherwise be. We want to seize the possibilities that the internet age allows. Students use personalized English language arts and math programs to learn at their level and with topics that interest them. They research using the breadth of the internet and its resources. Using online classes, they learn computer programming. They collaborate to write and present using Google tools.

What this looks like in practice: Central to both our mission and the IB pedagogy is connecting learning to the community in which our students live and thrive. Thus, our curriculum aims to prepare our students to become citizens, workers, and leaders of tomorrow. We accomplish this through the emphasis of agency, a sense of responsibility to community and planet, and a commitment to lifelong learning. We encourage all of our students to engage with each other and their community through speakers, seminars, and creative instruction, exchange programs, service learning, and exposure to diverse languages and cultures.

Environmental stewardship and social justice grounds our students' learning in the local community and the planet. While the IB naturally incorporates these principles, DCI makes these more visible and explicit in instructional design and activities. Using the IB's interdisciplinary approach and projects, students and faculty delve deep into environmental and social issues that affect their community and planet.

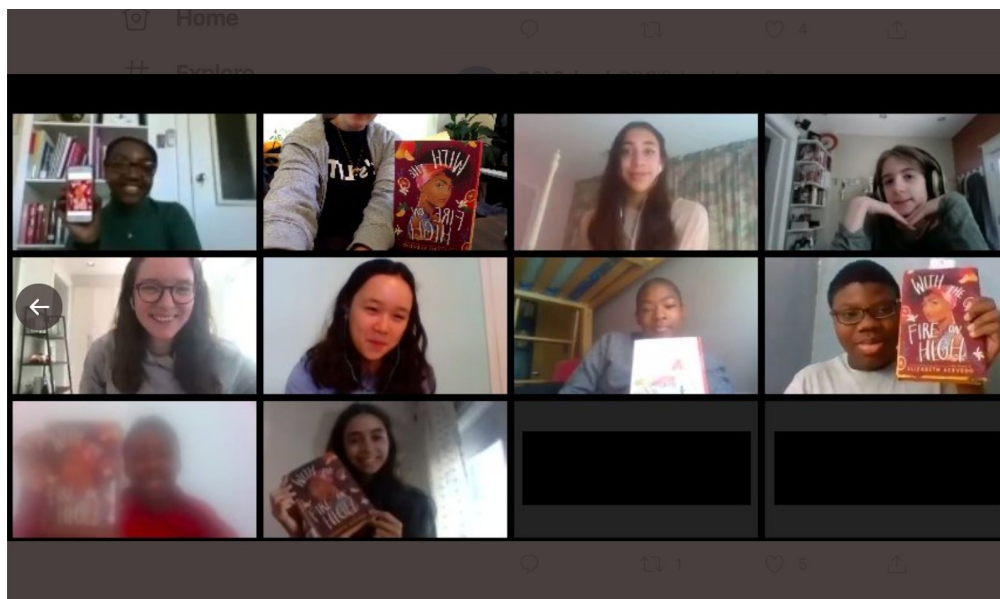
### **Transition to Distance Learning**

School Year 19-20 posed its own set of challenges due to the COVID-19 pandemic and the subsequent shift to distance learning in March 2020. DCI fortunately transitioned to Distance Learning fairly seamlessly. In early March, as we watched China and Europe shut down, we created a plan for Distance and Hybrid Learning. The transition happened quickly: on March 10th we trained staff, on March 13th we trained students, and by March 17th we opened up in full distance learning. DCI has always provided all students with a Chromebook and utilizes digital tools in classes daily, so our students had the technology and knowledge to begin Distance Learning with their teachers.





DCI Boys Varsity Basketball plays against KIPP College Prep during the regular season.



Students in Project LIT met virtually to discuss the book *With the Fire on High*.

## Parent and Guardian Involvement Efforts

DCI recognizes the central importance of active parent and guardian involvement and partnership in order to achieve success as a school community. As a result, we have a variety of clear structures in place for strong student-teacher-parent/guardian-school partnerships. Our student advisory model (in Approaches to Teaching and Learning and High School Family courses) is a centerpiece of parent engagement. Our advisor teachers function as primary points of communication between the school and their advisees' parents or guardians. As a result they are in regular communication with DCI parents and guardians. Each semester, our advisors meet face-to-face with parents in a goal setting and then student-led conferences.

We also make consistent connections with our parent community in regular school programs. Our Parent-Teacher Organization (PTO) is inclusive. The PTO holds regular bi-monthly meetings for our parent community and administration to discuss school-wide success and community programming. In addition, our principal team met monthly with parents in an open and well attended morning coffee.

In order to ensure that our Spanish-speaking parent community has equal access to school programming and leadership, we hold monthly meetings in Spanish (Cafe y Charla) with topics ranging from grading and assessment to supporting students through grade transitions. Many of these topics were chosen by families. We also aim to ensure that Spanish translation is available at all major school events that engage with parents. All written parent communications, including our weekly newsletters, are translated into Spanish.

Supporting our sports teams is our parent-organized Athletic Booster Club. They support all our sports teams, run our sports banquet and run concessions at events.

DCI holds a wide variety of parent information meetings in order to ensure our parents and guardians are engaged in all aspects of our community. These events include:

- Back to School Night
- New parent/guardian orientations
- College finance and entrance orientations
- Curriculum, assessment and grading orientations
- Technology tool orientation
- Adolescent development and mental health sessions







To celebrate Black History Month, student leaders organized an art day in the library and designed stickers.

### **First Graduating Class**

On June 12th, 2020, DCI graduated its first class of Seniors, the Class of 2020. Sixty-five diverse graduates were celebrated in a virtual ceremony which honored their academic and extracurricular achievements. Fifty-one members of the Class of 2020 demonstrated their proficiency in both English and a second language to receive a Seal of Biliteracy. Overall, 97% of graduating Seniors were accepted into college and together they received more than \$7 million in scholarships, including multiple full scholarships: one student received a D1 athletic scholarship to Kent State University, one was named a George Washington University Trachtenberg Scholar, and another was named an American University District Scholar.

## **School Performance**

### **Meeting the Mission**

DCI continued to achieve progress towards fulfilling our mission and vision during the 2019-2020 school year. We began the year as the first International Baccalaureate authorized Middle-Years (MYP), Diploma (DP), Career-related Program (CP), National Academies Foundation (NAF/DC Career Academy Network) continuum public school in Washington, DC.

In order to ensure all of our students are well prepared for the rigorous expectations of the IB and NAF programs, we began the year with a professional development focus on ensuring high levels of rigor in our “honors for all” curricular model. As a result, our first graduating class, the Class of 2020, achieved success in their second year of the IB Diploma, IB Career-related and NAF Program courses.

Throughout the 2019-2020 school year, our professional development focussed on leveraging positive student-teacher relationships to implement IB inquiry based instruction in all of our classrooms.

## Academic Results

DCI continues to maintain its Tier I and four-star status. Due to COVID-19, DC schools were unable to administer the PARCC tests. DCI's past PARCC performance compared to citywide performance is presented below.

	English 4+	Math 4+
DCI 2015	35%	31%
DCI 2016	52%	34%
DCI 2017	55%	41%
DCI 2018	55%	38%
DCI 2019 Middle School	63%	43%
DCI 2019 High School	49%	33%
Citywide 2016 Middle School	27%	17%
Citywide 2017 Middle School	30%	19%
Citywide 2018 Middle School	35%	23%
Citywide 2019 (3-8th)	38%	32%
Citywide 2019 High School	34%	18%

DCI is continuing to monitor student growth internally in other ways, such as with NWEA MAP English and Math assessments and STAMP language assessments, grades, student surveys, and attendance tracking. These measures are also broken down into demographic data to ensure that all members of the student population are being served.

At our middle school, we have an alternating A/B day schedule, with language, English, and math classes meeting every day. Arts, Design, Individuals & Societies, Physical Education, and Science meet every other day. As well, students take two electives, either in the target language (such as classes in Chinese, French or Spanish culture) or in English (such as Student-Led Inquiry, on a topic of students' individual or group choice, or Computer Programming). Students with advanced language skills take Art and Individual and Societies in their target language when their schedule allows. We offer both lunch period and after school for tutoring, club meetings, and student break time. Particular academic supports include Reading, Writing, and Math Support classes for students in need, as well as co-teaching and self-contained classes for students with special education or English as a Second Language needs. We also offer a variety of related services such as occupational therapy, counseling, and speech therapy.

This year our high school grew to ninth through twelfth grade. Ninth and tenth graders took credit-bearing classes including (every day) English, Math, Science, History, and their foreign language, as well as (every other day), Music, Health and Physical Education, and two electives. As noted above, our tenth graders completed the IB MYP personal projects.

All DCI eleventh and twelfth graders completed IB Diploma courses in all core subjects (IB English, Chinese, French or Spanish, IB History, IB Biology, and IB Mathematics) and additional electives. IB Diploma

Candidates also completed IB Visual Arts or IB Film, one year of IB Theory of Knowledge; extra-curricular activities that are creative, involve action and community service as part of the IB Creativity, Action and Service (CAS) program; and began research for their Extended Essays (a 4000 word investigation focussed on a particular complex question within a subject area). In addition to the core IB DP courses above, IB Career-related Program students completed IB Personal and Professional Skills and a career elective (such as AP Computer Science NAF Computer Systems and NAF Principles of IT).

## Class of 2020 Graduation Results

This year DCI graduated its first class, the Class of 2020. We had 68 students in the Class of 2020. Sixty-three received a DCI Diploma. Two students received SPED graduation certificates and three students did not complete requirements and are taking longer to graduate.

The official graduation statistics follow. The four year graduation rate includes students who left DCI many years ago, but would not submit withdrawal paperwork or confirmation of enrollment from their new out of state school.

4 Year Graduation Rate	86.3%
1 Year Graduation Rate	92.6%
Received SPED Graduate Certificates	2.9%
Did not graduate on time	4.4%
Received Seal of Biliteracy	75%
College Acceptance Rate	97%



The Class of 2020 picked up their caps and gowns before their virtual graduation ceremony.

All of us are so proud of what they achieved!

- 97% college acceptance rate
- 70%, or 51 students, received Biliteracy Seals.
- \$7.75m in scholarships, including full scholarships to American University and George Washington University and a Division 1 Track Athlete Scholarship.
- Our 66 general ed students all took rigorous IB Standard Level and High Level Classes.
- Forty-five completed the Diploma Program and 15 were awarded the IB Diploma
- Fourteen Students completed the Career Program and 8 received the Career Certificate.

- 59 Students submitted for IB Marks (usually exams) - for a total of 318 marks (usually exams). This is an average of 5.38 Honors classes per student.

DCI is unique in that it is IB for ALL. There are very few schools in the US that offer the IB Diploma Program, Career Program to ALL their students. In most cases, the programs are test-in within a school, opt-in or limited to private schools with entrance exams. At DCI, all students in grades 11 and 12 take DP and CP courses and work toward completing the requirements of the Career and Diploma Programs. We chose these programs because we know these rigorous classes and the full programs will prepare our students for college, career and their future. ([Read more in the IB Post Secondary Study](#) and [in the Chicago Public Schools IB Study](#)).

Last year, of our 68 seniors, 66 were enrolled in DP and CP coursework and two received specialized instruction. Of our 66 general education students: 45 students pursued the Diploma Program, 14 students pursued the Career Program, and seven were course candidates, students who took DP and CP courses but were not pursuing either full program. The results are described below.

### **Diploma Program**

Completing the full DP program is a huge accomplishment. It involves taking 6 DP classes (3 Standard Level and 3 Higher Level), a 4000 word extended essay, a Theory of Knowledge course, service requirements and more. Earning the required 24 points and attaining the IB diploma is truly amazing. We are proud of all our DCI students:

- 45 students pursued and completed the DP Program.
- Of those, 15 or 33% were awarded the IB Diploma.
- Another 14 students, 32%, were within 2 points of receiving the full IB Diploma.

With this being DCI's first year of DP results, and especially considering the changes that happened with the pandemic, we are proud of our students' hard won results.

### **Career Program**

Pursuing the Career Program is also challenging, and especially in a Pandemic. Students must take a Career Certificate Program, complete an Internship, Complete a 1500 word Reflective Project and take DP core courses alongside their peers. At DCI, the Career Program focuses on technology; both software and hardware.

Our CP results are worthy of celebration! At DCI, 14 of our seniors pursued and completed the full Career Program and eight seniors, or 57%, received the IB Career Program Certificate. To receive the CP Certificate, students had to have received a 4 or higher on 2 DP classes, received a passing grade on the Reflective Project essay, and completed their career certificate and internship.

### **DP Classes**

All DCI students in 11th and 12th grades are enrolled in DP classes. Like AP classes, DP classes are rigorous, college prep courses. Some consider IB DP classes more challenging and better prep for college than AP courses. ([Read a comparison here](#)) Typically students sit for tests for each of the DP classes in May; those exams are then graded internationally. With the pandemic, though, DP exams were not offered by the IB. Instead, teachers submitted Internal Assessments for each student, along with other required components, and the IB issued diplomas on this basis. The Class of 2020 took 2 year classes in English, History, Biology, Language, Math and either Film or Art and received marks for their submissions.

- 59 Students submitted for IB Marks (usually exams).
- There were a total of 318 marks (usually exams). This is an average of 5.38 per student Honors classes per student.
- The Avg Grade = 3.8 on exams (4 is a pass rate)
- Pass Rate = 177 (55%) scored a 4+

DCI students, in a pandemic, completed the most rigorous college preparatory program and did well. However, we do not yet know how the pandemic impacted our results, or how future classes' results are likely to compare.

### **Extracurricular Participation**

DCI aims to educate the whole child and create a dynamic space where all of our students can engage with their interests and passions as part of our community. As a result, we have a very active student life program. Our students are actively involved in lunch and after-school clubs and athletics as part of our Athletics, Clubs and Extracurriculars (ACE) program. Club activities range from our outstanding Robotics Team, the Dungeons and Dragons club, tasting the incredible creations of our Cooking and Baking clubs, environmental conservation efforts of Lu Vert Verde and the Gardening Club, theater productions and many other outstanding opportunities.

During the 2019-2020 school year, DCI had incredible participation in our ACE Sports and Clubs Program. Over 400 students participated in lunch clubs over the course of the year, and 890 students participated in Athletics and Clubs during the fall and winter of SY19-20. In the Spring of 2020, we opened up various clubs and extracurriculars online during Distance Learning, free of charge and with no enrollment necessary.



Paola and Lola, students on the right, are selected to represent DC at the National Urban Debate League tournament.

DCI athletics experienced another successful year in sports. We supported 21 sports teams at the Middle School and High School level during the Fall and Winter of SY19-20. Unfortunately, due to the COVID pandemic, we were unable to conduct spring sports, which would have seen 17 additional teams take the field. In addition to our competitive teams, we hosted five developmental teams in our Academy Sports program. Four hundred and thirty-one students participated in league sports during the fall and winter sports seasons with 356 unduplicated student athletes. An additional 56 students participated on Academy teams. Those athletes saw success on the court and in the classroom with DCI Girls Varsity Volleyball winning their third league title. Our Girls Varsity Soccer team advanced to the DCSAA State Tournament as a at-large selection after finishing as the Public Charter School runner-up. The Girls and Boys Varsity Basketball teams also



received at-large bids to the DCSAA State tournament after finishing 2nd and 4th respectively in the Public Charter School league. In addition, our high school girls cross country team, high school co-ed Flag Football team and middle school girls basketball team were league runner-ups. We were excited to start MS and High School Coed Flag Football and add JV Boys Soccer and Basketball teams. While success on the court is much appreciated, the work done in the classroom is even more so. The District of Columbia State Athletic Association recognized 30% of our high school student-athletes as Academic All State selections for having the equivalent to a 3.0 or higher grade point average during the fall sports season.



DCI's Girls Varsity soccer team on placing runner-up in the #PCSAA Championship.

Our student club participants and athletes were principled, took risks, excelled on the field and in the classroom and demonstrated care for their teammates, peers and coaches. We had a fabulous year in ACE and look forward to growing our programs.

### **Community focus and restorative justice**

DCI has adopted policies, procedures and plans to ensure a safe and supportive school environment that:

- Emphasizes care, effective communication and quality relationships based on mutual respect;
- Values effort, presents achievable but challenging expectations, builds self esteem and encourages students to be responsible and independent learners; and
- Promotes the development of knowledgeable, morally and socially responsible citizens who are self-determined.

In line with our guiding principles, DCI only considers student suspension or expulsion for serious/repeated conduct that violates the rights of others in the school community to feel safe, learn, or maintain property. DCI aims to be a low-suspension/no expulsion school. DCI may invite parents/guardians to spend days at school with their children in lieu of suspension.

We believe in consequences that have the student making restitution rather than being excluded from learning. DCI observes the tenets of restorative justice and positive behavior interventions and supports because it believes that students a) belong in school, and b) that punishment does not change behavior, but intervention does. DCI will include restorative justice practices such as restorative conferences, peace circles, family conferences, and peer juries in order to be proactive about preventing suspension or expulsion. The discipline provisions of IDEA (Individuals with Disabilities Education Act) are observed regarding consequences for students with disabilities.

As a result of our restorative focus, DCI's 2019-2020 suspension and expulsion rates continued to remain low while our school population grew.

### Meeting Goals & Academic Achievement Expectations

DCI has selected as its measure of student academic achievement the indicators listed in the Elementary/Middle School Performance Management Framework (with respect to grades 6 through 8), and the High School Performance Management Framework (with respect to grades 9 through 12) developed by PCSB.

Our results historically have been stronger than citywide averages. In SY 18-19, we were a Tier One school. However, Tier ratings were not given for SY19-20. For SY19-20, our attendance was 93.2%; 81% of staff returned, and 92.03%% of total students returned.

DCI has chosen the PMF as our goal, and we have two additional Mission Specific Charter Goals. They are reported on below:

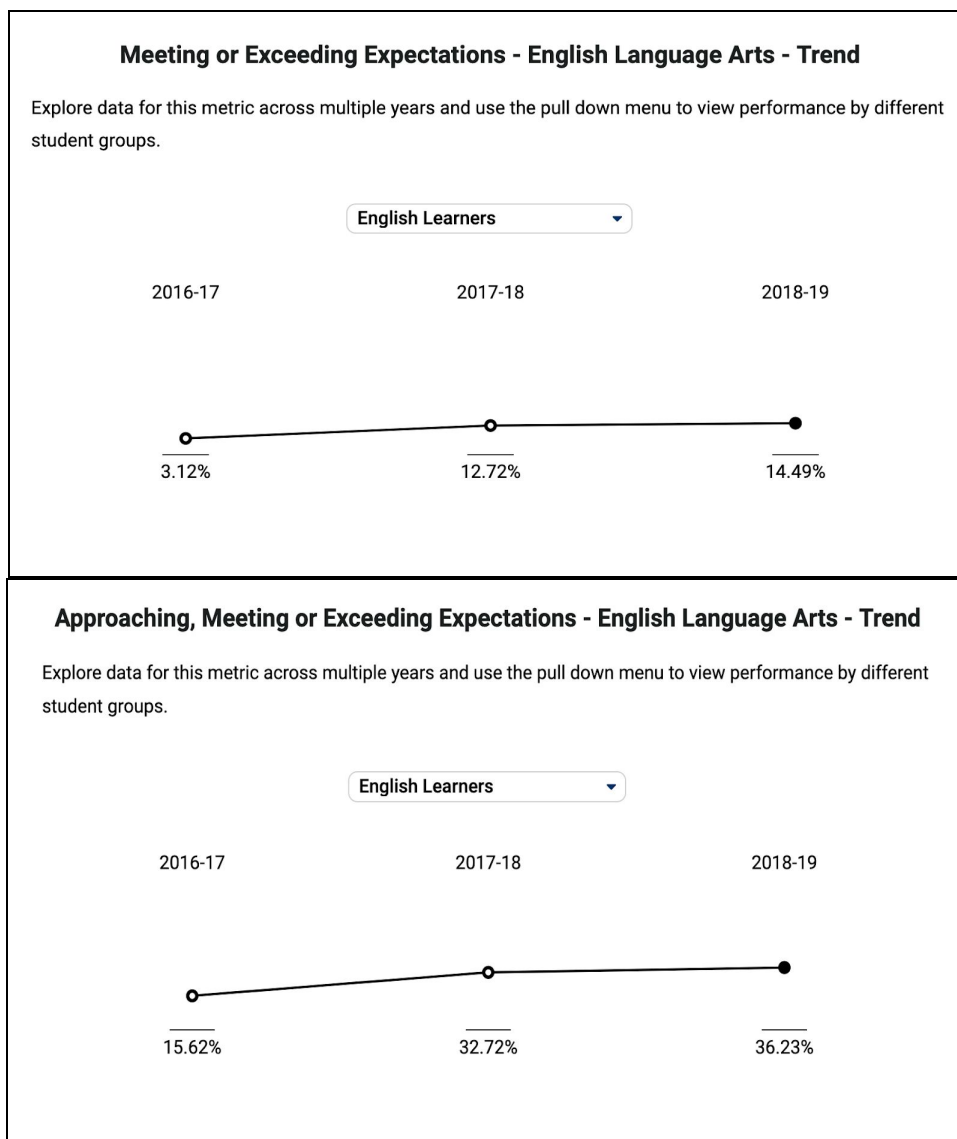
DC International School Public Charter School - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
DCI will continue to be an authorized International Baccalaureate (IB) World School.	Met	DCI is now authorized by the International Baccalaureate to offer their Middle Years, Diploma and Career-related Programmes.
<p>Language: Students will be assessed in accordance with American Council on the Teaching of Foreign Languages (ACTFL) standards and benchmarking.</p> <ul style="list-style-type: none"> <li>50% of eleventh grade students who study a language at DCI for at least five years will receive a composite STAMP score of at least: <ul style="list-style-type: none"> <li>4.0 in Chinese (Intermediate-Low)</li> <li>5.0 in French or Spanish (Intermediate-Mid)</li> </ul> </li> </ul> <p>In SY19-20, no STAMP testing took place, so we were not able to obtain 11th grade results. We will test our 11th and 12th graders remotely in 2020-21.</p>	Met	<p>In SY19-20, no STAMP testing took place, so we were not able to obtain 11th grade results.</p> <p>Below is the percentage of eleventh grade students who met the goal during SY18-19:</p> <ul style="list-style-type: none"> <li>Chinese Track: 60.87%</li> <li>French Track: 50%</li> <li>Spanish Track: 53.49%</li> </ul>

### Educating EL Students SY 2019-2020

The following are details on DCI's progress on educating English Learner (EL) students. This section includes: SY 2018-2019 EL Student Achievement Data; most recent ACCESS scores (SY2018-19 & SY 2019-20), and an explanation of the measures being taken to improve EL student performance in the 2019-2020 school year. PARCC and STAR report card data is not included for SY19-20, as neither of these measures were taken for that school year. Please see the [Appendix here](#) for ACCESS Score Data.

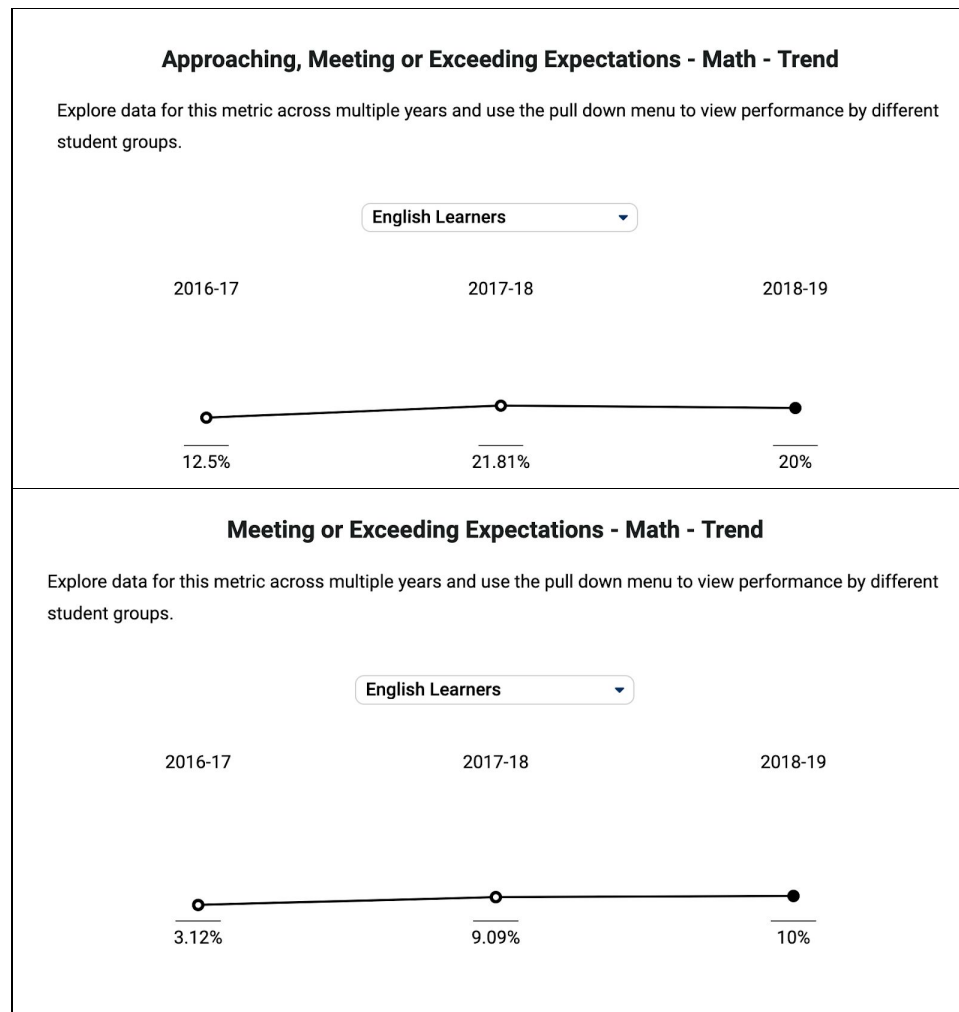
## SY 18-19 EL student achievement

### English Performance (PARCC)



\*\*\*The data above is from [DCI's STAR Report Card](#). Please visit this site to view additional data points on this and other special populations.

## Math Performance (PARCC)



\*\*The data above is from [DCI's STAR Report Card](#). Please visit this site to view additional data points on this and other special populations.

### ACCESS Scores School Year 2019-2020

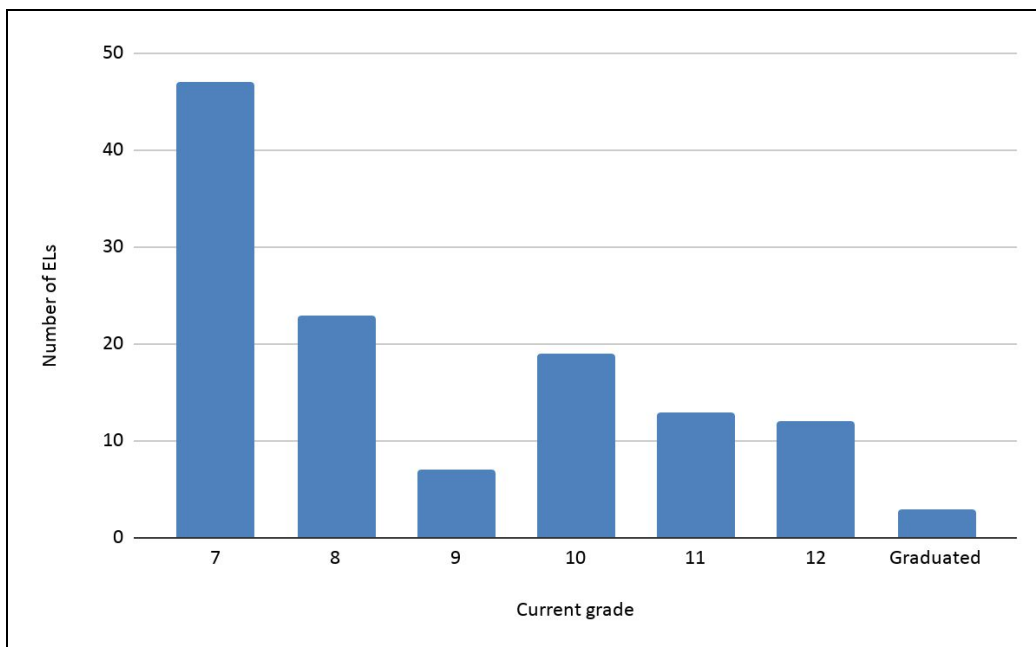
During the 2019-20 School Year, we served 124 English learners (ELs), of which 66 are dually identified students (ELs with IEPs).

Due to the Pandemic DCI was not able to finish administering the ACCESS for ELLs 2.2 test to all students, in all language domains, during the 2019-20 school year. Thus, among our 124 ELs, only 102 ELs were tested and had reported scores for one or more of the four tested domains (listening, speaking, reading, writing, and writing). The ACCESS data [below](#) represents the students for whom we have 2019-20 ACCESS data. This English proficiency data is organized into two categories by grade level:

- ACCESS for ELLs 2.0- the standard, English Language Proficiency Assessment taken by all English Learners at DCI in the spring of 2019
- Alternate ACCESS for ELLs- the alternate, English Language Proficiency Assessment taken by qualifying English Learners at DCI with significant cognitive disabilities. Please note that there were no students this school year in grades 8 or 10 who took the alternate ACCESS assessment.

Given that students who did not complete the four domains of the test did not receive overall ACCESS proficiency scores, comparisons between 2019-20 and 2018-19 are not possible. Therefore, below we report EL enrollment in SY2019-20 and ACCESS proficiency levels based on the most recent available data, which include both SY2019-20 and SY2018-20 ACCESS data.

### SY2019-20 EL Enrollment by Current Grade level



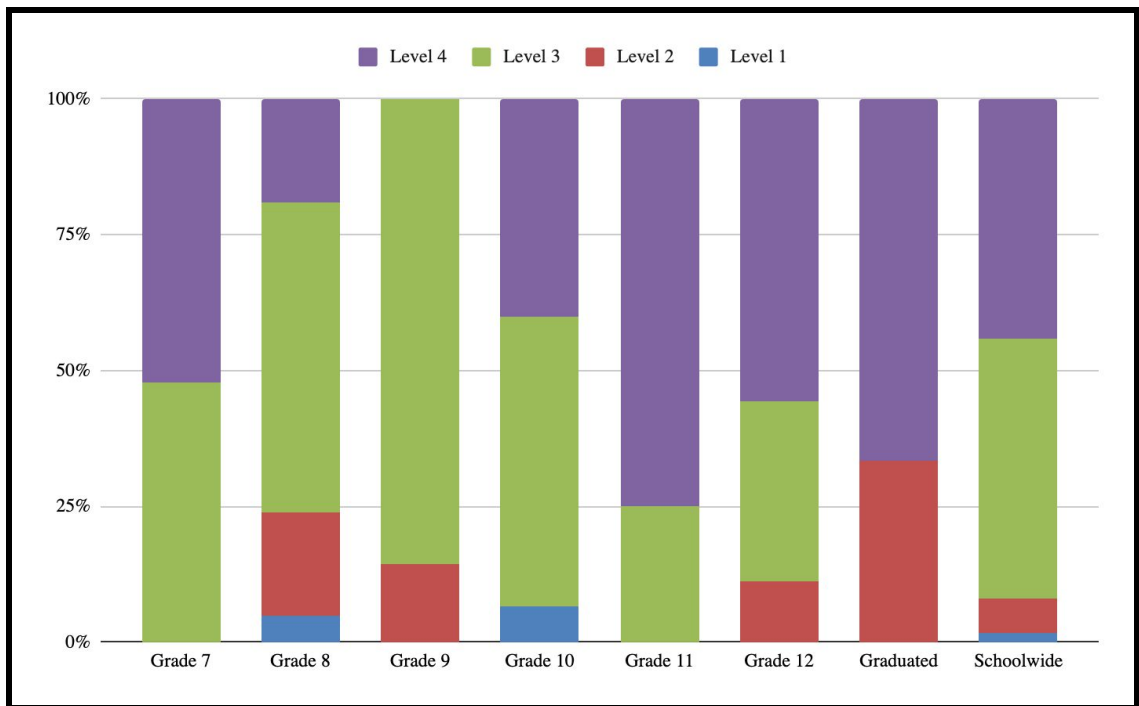
### SY2019-20 Average EL ACCESS proficiency levels by current grade level (Based on most recent available data)

Current Grade	ACCESS Proficiency Level	Listening Proficiency Level	Speaking Proficiency Level	Reading Proficiency Level	Writing Proficiency Level
7	4.02	5.55	3.42	3.84	3.80
8	3.44	5.01	3.20	2.87	3.55
9	3.24	4.56	2.96	2.47	3.23
10	3.50	4.73	2.84	3.13	3.60
11	4.19	4.73	3.37	4.90	4.13
12	3.92	5.06	2.83	3.87	4.11
Graduated	3.87	4.50	2.77	4.17	4.40
<b>School average</b>	<b>3.79</b>	<b>5.12</b>	<b>3.20</b>	<b>3.60</b>	<b>3.77</b>



## ACCESS proficiency levels distribution across current grades

(Based on most recent available data)



### Key EL data trends include

- The majority of DCI English learners are in our middle school grades (62% last year)
- Over half of our 134 ELs (66 or 53%) this year were dual-identified ELs. That is, they have both EL status and special needs (IEP).
- Most DCI English learners have an ACCESS proficiency level of 3 (48.6%) or 4 (47.3%).
- The majority of students at these proficiency levels are long-term ELs. Most of these students are US-born English Learners who were identified as ELs when they started school, and have strong social language but are still working on developing their academic language skills.
- As a whole, our students perform highest in the listening domain and lowest in the speaking domain of the ACCESS test; although this varies by grade level and student.
- During this year, most students who scored below ACCESS proficiency level 3 were either immigrant students in high school (mainly in 9th and 12th grade last year) or students with special needs.
- Among the 6 dual-identified English Learners with significant cognitive disabilities who took the alternate ACCESS for ELLs, 5 scored Emerging (P2) and 1 scored Entering (P1)

### Measures taken to Improve EL Student Performance

The following structural changes and supports were implemented during SY19-20 in order to improve EL student academic performance and well-being at DCI based on SY18-19 data:

- In May 2019, DCI hired a new Director of Language Learning to supervise EL services. In the past, the Director of Student Supports had supervised both Sped and EL services.
- In May 2019, DCI hired two EL teachers with educational background and professional experience teaching English language to diverse students. In the past dually certified (Sped & EL) DCI educators served ELs. This school year we had both groups of teachers (EL-only and EL-Sped) supporting ELs, through a differentiated service model.

- During the school year 2019-20, DCI designed and launched an EL service model which included 3 components:
  - A new English Language Development (ELD) course aimed at improving academic language and literacy for EL students scoring lower than 4.3 in ACCESS.
  - ELA-EL co-taught classes in certain grades (6th, 7th, 10th and 11th) that served students with lower ACCESS scores
  - Case management of all ELs which included grade analysis, ACCESS goal setting, student check-ins, and support via collaboration with classroom teachers on EL differentiation and after school tutoring for students with higher needs.
  - Collaboration with the special education team to ensure dually identified ELs, a large portion of our population, have comprehensive yet complementary EL and special education services.
  - Professional development for and coaching for staff on EL best practices, including how to explicitly teach vocabulary to ELs and how to adapt IB task for ELs with lower proficiency levels.

## Strategic Planning

In 2018-19, and upon approaching our fifth year in operation, DCI embarked upon a strategic planning initiative. The leadership team engaged with the board, member school leadership, teachers and the community to develop a plan for the next five years. The draft plan was completed at the end of the year. The following priorities were identified. The leadership team shared the plan in 2019-20 with their staff and community and received feedback.

Below the priorities, DCI's 5 year and Long Term Impact Goals are highlighted. Next to that are the goals for SY 19-20 and the progress that has been made towards them.

### 2019-2024 Five Year Strategic Priorities

**Vision and non-negotiables.** Draft a vision, core elements, and non-negotiables that will shift DCI from a startup to an enduring institution. Codify our vision around student agency, IB for all, and language proficiency.

**Academics.** Ensure a culturally relevant and vertically articulated 6-12 IB-for-all academic experience through an engaging, connected curriculum and lessons that challenge all students to set and reach high goals, support struggling learners, and close achievement gaps.

**Staff culture and development.** Build a diverse and international staff and culture that is caring, balanced, and focused on student engagement, learning, relationships and success.

**Student culture.** Build a caring, balanced and principled student culture that promotes equity and inspires all students to develop their passions, reach their goals, and strive for a better world.

**Expand impact.** When greenlighting criteria for readiness are met, expand our impact by opening a second DCI campus.

Goals for SY 19-20		
Long-Term Impact Goals (Five Year Strategic Plan)	2019-2020 Aligned Metrics and Milestones	2019-2020 Results
<p><b>IB for all:</b> All students will graduate from DCI with a DC issued diploma, with 75%* receiving the IB Diploma or Career Certificate.</p> <p><b>Language:</b> At least 75% of students will demonstrate significant growth in their target language, and 15% or more will reach advanced levels by graduation.</p> <p><b>Student agency:</b> All students complete IB Capstone inquiry projects at grades 8 and 10, and 75% of students participate in DCI student life. This participation leads to strong engagement and connectedness with the community and school. DCI graduates will have the agency to pursue their chosen path to college or career.</p> <p>(* This 75% was created before we had results, so we may adjust after we receive 2-3 years of results)</p>	<ul style="list-style-type: none"> <li>• 50% or more of 2020 students earn IB CP certificates or IB Diploma</li> <li>• 100% of 11th and 12th grade students take IB Diploma classes</li> <li>• 100% of 10th grade students complete the requirements of the IB Middle Years Program</li> <li>• 60% or more of students will grow 0.5 average levels in their target language on STAMP</li> <li>• 60% or more of students will reach level 4 (Chinese) and level 5 (French and Spanish) in 11th grade</li> <li>• 10% or more of students will reach the Advanced level STAMP 7 or higher or an IB Bilingual Diploma.</li> <li>• 55% or more of students participating in lunch clubs, sports or afterschool programming.</li> </ul>	<ul style="list-style-type: none"> <li>• Not met: 35.6% of 2020 students earned the IB CP Certificate or IB Diploma</li> <li>• Met</li> <li>• Met</li> <li>• Unmeasureable: We did not do STAMP testing in 2019-20 so we do not have results.</li> <li>• Unmeasureable: We did not do STAMP testing in 2019-20 so we do not have results.</li> <li>• UnmeasureableWe did not do STAMP testing in 2019-20 so we do not have results.</li> <li>• Unmeasureable: 52.35% participated in Fall and Winter clubs and sports. Spring clubs and athletics did not take place.</li> </ul>
DCI acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.		



Fifty seven students were inducted into the National Jr. Honors Society.

### **Unique Accomplishments**

The DCI community continues to be recognized for our significant accomplishments. This year, we were excited to expand into the former LAMB facility and plan to use it as our 6th grade academy. Our students and families expressed their gratitude that we moved to distance learning seamlessly and immediately and were able to support our students even at a distance.

Even in a pandemic and with the struggle for racial equity at a feverpoint in our country, DCI students have received multiple recognitions:

- DCI Debate Team - Qualified to represent WUDL at nationals (the individuals on this team also won a number of awards)
- Robotics team hosted its first tournament
- DCI Girls Varsity Volleyball won their third league title and advanced to State
- Girls Varsity Soccer team advanced to the DCSAA State Tournament
- The Girls and Boys Varsity Basketball teams also received at-large bids to the DCSAA State tournament after finishing 2nd and 4th respectively in the Public Charter School league.

We promoted our fifth class of 8th graders, with fantastic community projects to cap their year. We had our third group of students complete the Middle Years Programme in 10th grade, with independent, passion-filled personal projects. And of course we had our first Graduating Class, the class of 2020! They:

- Completed their Diploma and Career Program
- Received 51 Biliteracy Seals
- Had a College acceptance rate of 97%
- Received \$7.75m in scholarships.

DCI continues to empower our students and our community and achieve our mission during the 2019-2020 school year and is proud to have graduated its first class of Seniors, the Class of 2020. The school community is proud of their accomplishments and eager to embark on SY20-21.

### **Thank you to our Donors who donated over \$500**

DCI collects tax deductible donations for various clubs, teams, scholarships, trips, and more! This year, to support our families during the COVID-19 pandemic, we also collected non-tax deductible donations for the DCI Community Fund, which provided grocery gift certificates for families who requested them. Thank you to all of our donors!

<b>Donor</b>
New Schools Venture Fund
Cambiar Education on behalf of The Ability Challenge
The Norman & Ruth Rales Foundation
Education Forward DC
Scholarship America
FIRST Chesapeake
Greater Washington Community Foundation
Edward Pauls
Heather & Paul Colvin
Lewis Mottley
HUB International Limited (The Insurance Exchange)
Regions Bank
East City Books LLC
Andrea Lachenmayr & Thomas Russell
Fidelity Charitable
Universities Space Research Association
Combined Federal Campaign
DMPE Foundation, Inc.
American Institutes for Research
Darius Brown
Mary Shaffner
Amy Jones
Janet Fetter-Degges



# Data Report

## SY 2019-2020 Annual Report Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

Source	Data Point
PCSB	LEA Name: District of Columbia International School
PCSB	Campus Name: District of Columbia International School
PCSB	Grades served: 6-12
PCSB	Overall Audited Enrollment: 1264

## Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	254
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	249	219	214	158	101	69	0	0	0

\*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

STUDENT DATA POINTS	
School	Total number of instructional days: 163
PCSB	Suspension Rate: 3.5%
PCSB	Expulsion Rate: 0.47%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: .07%
PCSB	In-Seat Attendance: 93.2%*
PCSB	Average Daily Attendance:
PCSB	Midyear Withdrawals: 2.1% (27 Students)
PCSB	Midyear Entries: 0% (0 Students)
PCSB	Promotion Rate: 98.6%

PCSB (SY18-19)	<b>College Acceptance Rates:</b> <i>Not applicable</i>
PCSB (SY18-19)	<b>College Admission Test Scores:</b> <i>Not applicable</i>
PCSB (SY18-19)	<b>Graduation Rates:</b> <i>Not applicable</i>
<b>FACULTY AND STAFF DATA POINTS</b>	
School	<b>Teacher Attrition Rate:</b> 19%
School	<b>Number of Teachers:</b> 124 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	<b>Teacher Salary</b> 1. Average: 69,312 2. Range -- Minimum: \$41,500                      Maximum: \$93,000
School	<b>Executive Compensation</b> <ul style="list-style-type: none"> <li>● Shaffner, Mary: \$167,688.00 (includes bonus paid for SY 17-18 &amp; 18-19)</li> <li>● Lyons, Denise: \$131,500 (includes bonus paid for SY18-19, and Trip Chaperone Pay)</li> <li>● Bailey, Deidra: \$125,267 (includes bonus paid for SY18-19)</li> <li>● Stewart, Maya: \$124,567 (includes bonus paid for SY18-19)</li> <li>● Nickelson, Jesse: \$112,696.09</li> </ul>

**\*Notes:**

- The provided in-seat attendance rates align to the in-seat attendance rates through March 13, 2020 available in OSSE's SY19-20 Authoritative Attendance Qlik application as of August 2020. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 3/13 in SY 2019-20, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

# Appendices

## Teachers

First Name	Last Name	Responsibilities	Qualifications	Start Date	End Date
Cassandra	Allen	Music Teacher	MA Contemporary Music	01/21/2020	Present
Robert	Ames	Spanish Teacher	MA Juris Doctor (JD)/Law	8/16/19	12/20/19
Alexa	Arboleda	English Teacher	BA Secondary Education	8/16/19	Present
Natalie	Barbieri	Special Ed/ELL Teacher	M. Ed Special Education	10/10/2019	Present
Carsten	Binsner	IT/Design Teacher	BS in Science	8/16/17	Present
Bethany	Blackwood	Math Teacher	MA Educational Tech.	8/16/18	Present
Danielle	Boudreaux	English Teacher	MA English	8/16/16	Present
Leah	Boyd	Science Teacher	MA Healthcare Administration	8/16/19	11/14/19
Amy	Brock	Science Teacher	MA Teaching	8/16/19	Present
Darius	Brown	Math Teacher	MA Ed Policy	1/15/19	Present
Natalia	Campos	Instructional Aide	BA Criminal Justice	3/16/18	Present
Janae	Carter	English Teacher	BA English	8/16/17	Present
Matthew	Carucci	SPED Teacher	MA SPED	2/1/18	8/15/20
Rodolfo	Castropoland	Spanish Teacher	BA Political Sci & Spanish	8/16/18	Present
Laura	Chase	Science Teacher	MA Teaching	8/16/19	Present
Marina	Chen	Math Teacher	BA Education & Child Study	8/16/19	Present
Zhengyu	Chi	Chinese I&S Teacher	MA Second Language (Chinese)	8/16/18	Present
Christine	Contreras-Slaughter	Math Teacher	BA Poli Sci & German, Praxis	2/23/16	8/15/20
Charles	Cornelius	SPED Teacher	MA Curriculum & Instruction	8/16/17	8/15/20
Kennedi	Crosby	Math Teacher	MA Chemistry	8/16/18	Present
Emily	Culp	English Teacher	BA English & American Lit	8/16/18	Present
Charlene	Cummings	Science Teacher	BS Science	8/16/15	Present
Corbin	Curtis	English Teacher	BA English	8/16/19	Present
Nicholas	Curwen	Social Studies Teacher	M.ED Administrative Leadership	8/16/16	Present
Toni Rose	Deanon	English Teacher	MA Language	8/16/17	8/15/20
Yumin	Deng	Chinese Teacher	MA Education of Mental Health	8/16/19	8/15/20
Zachary	Diamond	Music Teacher	BA Music History & Theory	8/16/16	Present
Melissa	Diaz	Spanish Teacher	MA Teaching and Learning Leadership	8/21/19	8/15/20
Sam	Dodson	Art Teacher	BA Philosophy	8/16/17	Present
Danielle	Douglas	PE Teacher	MA Health Education	8/16/19	Present

Mounia	Elmezrichi	French Teacher	BA Public Relations	2/16/17	Present
Ely	Fall	PE Teacher	BS	10/24/16	8/15/20
Kyle	Forsyth	Science Teacher	MA Learning & Teaching	8/16/19	Present
Nicholas	Galfo	ISS Teacher	BA Early Childhood Education	8/16/18	Present
Elizabeht	Gandarilla	Spanish Teacher	BA Spanish and Italian Literature	8/16/19	08/15/20
Yuan	Gao	Chinese Teacher	MS Education	4/22/19	Present
Yuan Yuan	Gao	Chinese Language Arts Teacher	M. ED Add'l Languages	8/16/14	Present
Carmen	Garcia	Spanish Teacher	BA Secondary Education	8/16/17	Present
Henry	Garcia	PE Teacher	BA Spanish	8/16/16	Present
Katie	Garris	English Teacher	MA Secondary ELA	8/16/19	Present
Michael	Gaskins	Science Teacher	MA of Public Policy	01/21/2020	present
John	Gass	English Teacher	MA Curriculum & Instruction	8/16/18	Present
Sabre	Goldman	SPED Teacher	BA History, Praxis	8/16/17	Present
Jorge	Granados	Teacher	BA Liberal Studies, Praxis	8/16/17	Present
Megan	Hahn	I&S Teacher	MA Teaching	03/02/2020	Present
Jamie	Hall	PE Teacher	BA Secondary Physical Education	8/16/19	Present
Ryann	Hendricks	PE Teacher	MA Elementary Education	8/16/19	Present
Catherine	Hendrix	English Teacher	MA International Relations	8/16/19	Present
Amber	Herisson	French Teacher	MA French Literature	8/16/17	Present
Caitlyn	Homol	Science Teacher	BA International Affairs, Praxis	8/16/17	8/15/20
Grace	Hu	Chinese Arts Teacher	MA Arts	8/16/17	Present
Renee	Kemp	SPED Teacher	MA Human Development and Education	11/1/19	Present
Jocara	Knight	PE Teacher	BA Health & Physical Education	8/16/19	Present
Demi	Lager	Science Teacher	MS Exercise Science	12/3/18	8/15/20
Delano	Lamy	Spanish I&S Teacher	Ph.D. in Spanish	8/16/18	Present
Justin	LaRocque	Special Education Teacher	MEd Special Education	8/16/15	Present
Arnaud	Leclere	Art Teacher	MA Fine Arts	8/16/19	Present
Elaine	Li	Chinese Teacher	MA Curriculum & Instruction	8/16/18	Present
Mickey	Liu	Chinese I&S Teacher	BA Graphic Comm & Digital Publishing	8/16/18	Present
Orielen	Lopez-Ayon	Spanish Teacher	MA Curriculum and Instruction	8/16/19	Present
Brian	Lounsbury	Design Teacher	BA Education	8/16/17	Present

Xian	Lu	Chinese Teacher	MA Teaching	1/1/18	Present
Susan	Lyons	Math Teacher	BA English	11/1/18	Present
Lydia	Ma-Wolfe	Chinese Music Teacher	MA Voice Performance & Pedagogy	8/16/18	Present
J'Nai	Macklin	Science Teacher	MA Molecular Biology	8/16/19	08/15/20
Fatoumata	Magassa	Special Ed/ELL Teacher	MA Special Education	8/16/15	Present
Glaimann	Makouangou Bounda	French Teacher	MA Education	8/16/19	Present
Udean	Mars Williams	Science Teacher	MA Educational Administration	8/16/19	Present
Anna	Martin	French Teacher	BA French	8/16/19	Present
Ana	Martinez	Spanish Teacher	MA Secondary Teacher	4/1/18	Present
Livia	Matteucci	English Teacher	BA Psych & Education	8/16/17	Present
Liz	McCarthy	English Teacher	MA English as a Second Language	8/16/18	Present
Ezra	Miller	English Teacher	MA English	8/16/18	Present
Paul	Mills	Special Education Teacher	M.Ed Special Education	12/1/15	Present
Maureen	Mitchell	Science Teacher	MA Wildlife Science	8/16/19	Present
Shari	Moody	Math Teacher	BA Applied Mathematics & Sociology	8/16/19	Present
Stephen	Muskett	Design Teacher	MA K-8 STEM Education	8/16/18	Present
Danisha	Nelson	History Teacher	BA Social Science Education	8/16/19	01/08/20
Aude	Newton	Math Teacher	MS Middle Grades Math	8/16/14	Present
Ana	Ortega	Spanish Teacher	MA Edu Policy, Organization & Leadership	10/4/19	Present
Shreyas	Patel	Science Teacher	Ed.D Educational Leadership and Professional Practice	8/16/19	Present
Dave	Payne	Science Teacher	BA Chemical Education	8/16/19	Present
Janei	Peterson	ELL Teacher	BA Elementary & Special Education	8/16/19	Present
Odalis	Pupo Batallan	SPED Teacher	MA SPED	8/16/18	Present
Jonathan	Pyo	Math Teacher	BA Math	8/16/19	Present
Nina	Raffaele	Spanish I&S Teacher	BA in Cultural Anthropology	01/08/16	8/15/20
Katia	Raina	English Teacher	MA Writing	8/16/17	8/15/20
Kenya	Ramey	PPS Teacher	MA African American Studies	1/28/19	Present
Krishna	Rampersaud	Math Teacher	MA Educational Administration	8/16/16	Present
Jose	Reyes	Spanish Arts Teacher	MA Film	8/16/17	Present
Brittany	Rieg	Math Teacher	BA Organizational Sciences	8/16/19	Present



Leticia	Rodriguez	Spanish Teacher	MA Spanish	8/16/16	Present
Elena	Ross	English Teacher	BA Psychology	8/16/19	Present
Ginna	Salaman-Sanchez	Spanish Teacher	MA Creative Writing	8/16/19	Present
Rebecca	Schouvieller	History Teacher	MA Learning & Teaching	8/16/18	Present
Frankie	Seabron	SPED Teacher	BA English	8/16/18	Present
Zain	Shariff	History Teacher	BA Cell Biology & Molecular Genetics	02/24/2020	Present
Monique	Sim	Math Teacher	BA Public Health	8/16/19	Present
Lorenzo	Simms	SPED Teacher	MA SPED	8/16/18	10/10/19
Valerie	Siwotso	French I&S Teacher	MA Foreign Service	8/16/18	8/15/20
Doreen	Smith	Science Teacher	MA Secondary Science	8/16/17	Present
Tori	Sparks	History Teacher	MA Educational Studies	8/16/17	8/15/20
Ryan	Steinbach	Math Teacher	MBA, Praxis	2/1/18	Present
Andy	Stoffel	Theater Teacher	BA Culture & Politics	8/16/18	Present
Aaron	Stone	Special Education Teacher	MEd Special Education	3/15/15	Present
Ashley	Stringfellow	Math Teacher	BA Human Ecology	8/16/19	8/15/20
Xiaomin	Sun	Chinese Teacher	MBA, Praxis	8/16/16	present
Celia	Taylor	Special Education Teacher	MEd Special Education	8/16/15	Present
Michael	Thomas	English Teacher	MA Elementary Education	8/16/17	Present
Tanya	Thomson	French Arts Teacher	MA Ed Leadership	8/16/17	Present
Rob	Turner	PE Teacher	BA Physical Education	8/16/18	Present
Megan	Ver Duin	English Teacher	BA English/Secondary Education	8/16/19	Present
Jennifer	Washington	SPED Teacher	MA Bilingual Education	12/3/18	Present
Yolanda	Whitted	English Teacher	BA English Language & Lit	1/3/19	Present
Montenique	Woodard	Science Teacher	BA Education	8/16/17	8/15/20
Yinghan	Xue	Chinese Teacher	BA International Cultural Communication	8/16/19	Present
Runsheng	Zhu	Chinese Teacher	MA Education in Curriculum and Instruction,	04/06/2020	Present
Imran	Zulakha	History Teacher	BA Electronic Media/Religion	8/16/19	Present

## Instructional Support

First Name	Last Name	Responsibilities	Qualifications	Start Date	End Date
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Denis	Castillo	Instructional Aide	BA Human Development	9/30/19	06/15/20
Marquia	Dockery	Dedicated Aide	HS Diploma	8/16/19	Present
Brian	Garcia	Instructional Aide	HS Diploma	8/26/19	Present
Marcela	Garcia	Instructional Aide	BA Language & Literature	02/24/2020	Present
Minerva	Gonzalez Macnab	Instructional Aide	HS Diploma	8/16/19	Present
Timon	Hicks	Instructional Aide	HS Diploma	8/16/19	01/07/20
Jordan	Lesage	Intern	BA LLCER anglais	9/30/19	06/15/20
Mauricio	Lopez	Dedicated Aide	HS Diploma	8/16/19	Present
Pedro	Luna	Instructional Aide	BA Psychology	11/12/19	Present
Lisgrey	Maldonado	Instructional Aide	HS Diploma	9/16/19	Present
Meghan	Monroe	Dedicated Aide	BA English/English Literature	8/16/19	Present
Xiomara	Ramirez	Ed Office Assistant	Diploma	1/23/19	Present
Attalah	Shabazz	Instructional Aide	HS Diploma	9/3/19	Present
Markeya	Taylor	Dedicated Aide	HS Diploma	12/16/19	Present
Johnthan	Taylor-Wilks	Instructional Aide	HS Diploma	03/11/20	Present
Iris	Ventura	Ed Office Assistant	HS Diploma	8/16/19	Present
Douglas	White	Instructional Aide	HS Diploma	8/16/15	Present
Ebony	Young	Instructional Aide	HS Diploma	9/9/19	Present

## Administration

First Name	Last name	Responsibilities	Qualifications	Start Date	End Date
Deidra	Bailey	HS Principal	M. Ed in Special Education	8/16/14	Present
Christina	Cancelli	Asst Principal	BA English & Secondary Ed	8/16/16	Present
Kimberly	Colley	SPED Coordinator	M.Ed Special Education	8/16/15	Present
Shane	Donovan	CP Coordinator	MA Urban Education	8/16/16	Present
Asisat	Edu	English Instructional Coach	MA Education	9/30/19	Present
India	Finn	Dean of Students	MA Elementary Education	8/1/19	Present
Laura	Flanagan	Asst Principal	MA Math Education	8/16/16	Present
Nathan	Garneau	Math Instructional Coach	MA Math Education	8/1/19	Present
Sandra	Gutiérrez	Dir. Language Learning	MA Education	5/20/19	Present
Grace	Gyemfi	Dir. Development & Partnerships	MA Tourism Administration	12/4/17	08/21/2020

Dean	Harris	Dean of Learning	MA General Ed.	8/16/14	Present
Jillian	Levine-Sisson	Dir. ACE	MA Education	11/20/17	Present
Denise	Lyons	Chief Operating Officer	BA English	10/8/13	Present
Melody	Maitland	Dir. Student Support Services	MSW, MEd	8/16/14	Present
Dana	Mitchell	MS AP	MA Education, Curriculum & Instruction	8/1/19	Present
Christopher	Nace	SPED Coordinator	MA Secondary Special Ed	2/25/19	Present
Jesse	Nickelson	DP Coordinator	PhD in Ed Leadership	5/1/19	Present
Allison	Sandusky	Dean of Students	BS Science	8/16/14	Present
Mary	Shaffner	Executive Director	MBA	9/1/13	Present
Maya	Stewart	MS Principal	BA English	8/16/15	Present
Nicole	Welsh	Dir. EdTech	MA Ed Leadership	8/16/14	Present
Arlisa	Williams	Dir. Athletics	MA Education	8/1/18	Present

## Counseling/Guidance Staff

First Name	Last Name	Responsibilities	Qualifications	Start Date	End Date
Rachel	Akins	HS Counselor	MA School Counseling	8/16/18	Present
Tatiana	Bien-Aime	Social Worker	MA Social Work	8/26/19	Present
Sean	Bland	504 Coordinator	MA School Counseling	8/16/18	Present
Cameron	Cutler	Counselor	MA Counselor Education	8/1/19	Present
Rebecca	Ferrer	Counselor	MA School Counseling	6/16/16	Present
Jennifer	Gray	Counselor	MA Education	10/28/19	Present
Katherine	Green	Social Worker	MA Social Work	8/1/19	Present
Shannon	Jeffries	College & Career Counselor	MA School Counseling	8/16/17	Present
Jane	O'Hagan	Counselor	MA Social Work	8/13/18	Present
Latrisha	Wright	Counselor	MA Social Work	9/16/19	Present
Clarissa	Wright	504/SPED Coordinator	MA Ed Early Childhood Education	02/24/20	Present

## Add'l Support Staff

First Name	Last Name	Responsibilities	Qualifications	Start Date	End Date
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Carlos	Alfaro	IT Associate	BA Political Science	2/20/18	Present
Eimy	Arias	Talent Associate	HS Diploma	5/13/19	Present
Tony	Ayala	Behavior Specialist	Associate Degree of Applied Science in Mental Health	11/5/19	Present
Brian	Barksdale	Behavior Specialist	HS Diploma	8/16/18	Present
Raymond	Barquero	Behavior Specialist	HS Diploma	10/1/18	Present
Angelica	Blanco	School Custodian	Unknown	2/24/19	Present
Miriam	Bonilla	Receptionist	BA Business Administration and Accounting	8/1/19	07/31/2020
Nicholas	Clements	Athletic Trainer	BS Athletic Training	1/7/19	Present
Andrea	Contreras	Office Manager	BA Political Science	08/09/16	Present
Henry	Dotson	IT Associate	BA International Studies	10/1/17	Present
Nora	Escobar	Cafe Administrator	HS Diploma	9/20/18	Present
Rosa	Flores	School Custodian	Unknown	2/24/19	Present
Mya	Ford	Occupational Therapist	MA Occupational Therapy	8/23/18	Present
Lauren	Games	Communications Manager	MA International Studies	8/16/15	Present
Melody	Garcia	Office Assistant	HS Diploma	4/25/17	Present
Erika	Guevara	Receptionist	Diploma	6/11/18	Present
Ana	Guzman	Cafe Administrator	HS Diploma	9/15/17	Present
Jessica	Harris	ACE Admin Coordinator	MA Fine Arts/Creative Writing	8/22/19	02/28/20
Sabrina	Holliday	Behavior Specialist	HS Diploma	8/16/19	Present
James	Jenkins	Behavior Specialist	HS Diploma	8/19/19	Present
Melina	Jimenez-Flores	HR Manager	MS Environmental Management	6/1/18	Present
Luisa	Juarez	Enrollment Manager	BA History	08/01/14	Present
Elizabeth	Konneker	EdTech Associate	BA Psychology	4/1/19	Present
Cassandra	Martinez	Educational Assistant	HS Diploma	3/15/15	Present

Candida	Mejia	School Custodian	Unknown	2/24/19	Present
Juan	Melendez II	School Custodian	HS Diploma	2/24/19	Present
Lucia	Molina	School Custodian	Unknown	2/24/19	Present
Carlos	Navas	Facilities Manager	BS Psychology	6/19/17	Present
Sarah	Neuberger	Experiential Coordinator	BA Political Science	3/25/19	Present
Sabrina	Núñez	Receptionist	BA Public relations	11/4/19	Present
Michelle	Onwochei	Speech Therapist	MA Speech Language Pathology	8/16/17	Present
Jose	Paiz	School Custodian	Unknown	2/24/19	Present
Poyee	Pang	Data Manager	MA Management & Policy	8/1/17	Present
Camilo	Pardo	Behavior Specialist	HS Diploma	9/3/19	09/30/19
Alba	Quintero	School Custodian	Unknown	2/24/19	Present
Adan	Sanchez	Facilities Assistant	HS Diploma	8/1/19	Present
Mary	Thomas	Librarian	MA Teaching	4/1/18	Present

## Board Roster

Name	DC Resident	Parent	Role	Appointment Date	Expiration of Term or Date Resigned
Andrea Lachenmayr	Y	Y	Board Chair	6/2016	8/2022*
Evelyn Lee	Y	N		3/2014	Resigned 5/2020
Jamila Frone	Y	Y	Secretary	6/2016	5/2022
Sarah Snyder	Y	N		11/2015	10/2021
Melissa Kim	N	N		7/2013	7/2022
David Carl	Y	Y	Vice Chair	11/2014	10/2023*
Clinton Randolph	N	N		12/2014	10/2023*
Deanna Troust	Y	Y		6/2016	5/2022
Sandra Licon	Y	N		2/2015	Resigned 12/2019
Yuanxia Ding	Y	N		01/2016	12/2022

Leroy Clay	Y	N	Treasurer	10/2017	9/2023*
Luis Pozo-Lin	Y	Y		10/2018	Resigned 8/2020
Anna Zawislanski	Y	Y		2/2020	1/2022
Lisa Grillo	Y	N		6/2020	5/2022

\*Pending ratification on 11.16.2020.

# ACCESS Test Scores

## Grade 12 ACCESS Scores SY 2019-2020



**ACCESS for ELLs®**  
English Language Proficiency Test

District: District of Columbia International School  
School: DC International School  
Grade: 12  
Cluster: 9-12

### School Frequency Report — 2020

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>2 – Emerging</b> Knows and uses some social English and general academic language with visual and graphic support	1	33%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>4 – Expanding</b> Knows and uses social English and some technical academic language	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>5 – Bridging</b> Knows and uses social and academic language working with grade level material	2	67%	0	0%	2	67%	0	0%	0	0%	0	0%	2	67%	0	0%
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Highest Score</b>	448				421				A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
<b>Lowest Score</b>	359				417											
<b>Total Tested</b>	3															



## Grade 11 ACCESS Scores SY 2019-2020



**ACCESS for ELLs®**  
English Language Proficiency Test

District: District of Columbia International School  
School: DC International School  
Grade: 11  
Cluster: 9-12

### School Frequency Report — 2020

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>2 – Emerging</b> Knows and uses some social English and general academic language with visual and graphic support	1	13%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support	2	25%	0	0%	1	13%	0	0%	0	0%	0	0%	1	13%	0	0%
<b>4 – Expanding</b> Knows and uses social English and some technical academic language	1	13%	0	0%	2	25%	3	38%	0	0%	3	38%	1	13%	0	0%
<b>5 – Bridging</b> Knows and uses social and academic language working with grade level material	1	13%	0	0%	1	13%	2	25%	0	0%	2	25%	2	25%	0	0%
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test	3	38%	0	0%	2	25%	0	0%	0	0%	0	0%	2	25%	0	0%
<b>Highest Score</b>	512				483		456		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
<b>Lowest Score</b>	362				391		400									
<b>Total Tested</b>	8															

## Grade 10 ACCESS Scores SY 2019-2020



**ACCESS for ELLs®**  
English Language Proficiency Test

District: District of Columbia International School  
School: DC International School  
Grade: 10  
Cluster: 9-12

### School Frequency Report — 2020

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>2 – Emerging</b> Knows and uses some social English and general academic language with visual and graphic support	0	0%	0	0%	1	8%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support	0	0%	0	0%	1	8%	1	8%	0	0%	2	17%	1	8%	0	0%
<b>4 – Expanding</b> Knows and uses social English and some technical academic language	4	33%	0	0%	1	8%	6	50%	0	0%	2	17%	2	17%	0	0%
<b>5 – Bridging</b> Knows and uses social and academic language working with grade level material	2	17%	0	0%	0	0%	0	0%	0	0%	3	25%	0	0%	0	0%
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test	6	50%	0	0%	5	42%	0	0%	0	0%	0	0%	5	42%	0	0%
<b>Highest Score</b>	470				465		429		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
<b>Lowest Score</b>	399				374		365									
<b>Total Tested</b>	12															

## Grade 9 ACCESS Scores SY 2019-2020



**ACCESS for ELLs®**  
English Language Proficiency Test

District: District of Columbia International School  
School: DC International School  
Grade: 09  
Cluster: 9-12

### School Frequency Report — 2020

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>2 – Emerging</b> Knows and uses some social English and general academic language with visual and graphic support	0	0%	0	0%	1	6%	0	0%	0	0%	1	6%	0	0%	0	0%
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support	3	18%	1	6%	0	0%	1	6%	0	0%	0	0%	1	6%	1	6%
<b>4 – Expanding</b> Knows and uses social English and some technical academic language	4	24%	0	0%	1	6%	0	0%	1	6%	0	0%	1	6%	0	0%
<b>5 – Bridging</b> Knows and uses social and academic language working with grade level material	2	12%	0	0%	1	6%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test	8	47%	0	0%	1	6%	0	0%	0	0%	0	0%	2	12%	0	0%
<b>Highest Score</b>	484		379		442		319		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
<b>Lowest Score</b>	362		379		364		319									
<b>Total Tested</b>	17															

## Grade 8 ACCESS Scores SY 2019-2020



**ACCESS for ELLs®**  
English Language Proficiency Test

District: District of Columbia International School  
School: DC International School  
Grade: 08  
Cluster: 6-8

### School Frequency Report — 2020

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	2	33%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>2 – Emerging</b> Knows and uses some social English and general academic language with visual and graphic support	0	0%	3	50%	3	50%	2	33%	0	0%	3	50%	2	33%	2	33%
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support	2	33%	2	33%	0	0%	3	50%	3	50%	2	33%	3	50%	3	50%
<b>4 – Expanding</b> Knows and uses social English and some technical academic language	0	0%	0	0%	0	0%	0	0%	2	33%	0	0%	0	0%	0	0%
<b>5 – Bridging</b> Knows and uses social and academic language working with grade level material	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test	4	67%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Highest Score</b>	436		367		359		333		<b>A</b> – Oral Language = 50% Listening + 50% Speaking <b>B</b> – Literacy = 50% Reading + 50% Writing <b>C</b> – Comprehension = 70% Reading + 30% Listening <b>D</b> – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
<b>Lowest Score</b>	364		305		327		298									
<b>Total Tested</b>	6															

## Grade 7 ACCESS Scores SY 2019-2020



**ACCESS for ELLs®**  
English Language Proficiency Test

District: District of Columbia International School  
School: DC International School  
Grade: 07  
Cluster: 6-8

### School Frequency Report — 2020

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	1	7%	4	29%	0	0%	1	7%	1	7%	0	0%	1	7%
<b>2 – Emerging</b> Knows and uses some social English and general academic language with visual and graphic support	0	0%	1	7%	0	0%	3	21%	1	7%	3	21%	4	29%	3	21%
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support	3	21%	2	14%	1	7%	3	21%	0	0%	2	14%	0	0%	1	7%
<b>4 – Expanding</b> Knows and uses social English and some technical academic language	3	21%	1	7%	1	7%	0	0%	3	21%	0	0%	1	7%	0	0%
<b>5 – Bridging</b> Knows and uses social and academic language working with grade level material	4	29%	0	0%	0	0%	0	0%	0	0%	0	0%	1	7%	0	0%
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test	4	29%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Highest Score</b>	455		377		380		350		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
<b>Lowest Score</b>	343		232		306		279									
<b>Total Tested</b>	14															

## Grade 6 ACCESS Scores SY 2019-2020



**ACCESS for ELLs®**  
English Language Proficiency Test

District: District of Columbia International School  
School: DC International School  
Grade: 06  
Cluster: 6-8

### School Frequency Report — 2020

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	3	7%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>2 – Emerging</b> Knows and uses some social English and general academic language with visual and graphic support	1	2%	3	7%	13	31%	0	0%	0	0%	3	7%	6	14%	0	0%
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support	3	7%	14	33%	13	31%	25	60%	7	17%	23	55%	12	29%	15	36%
<b>4 – Expanding</b> Knows and uses social English and some technical academic language	5	12%	6	14%	4	10%	9	21%	12	29%	8	19%	9	21%	8	19%
<b>5 – Bridging</b> Knows and uses social and academic language working with grade level material	13	31%	0	0%	5	12%	0	0%	4	10%	0	0%	10	24%	0	0%
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test	20	48%	0	0%	3	7%	0	0%	0	0%	0	0%	4	10%	0	0%
<b>Highest Score</b>	493		387		413		400		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
<b>Lowest Score</b>	328		293		290		298									
<b>Total Tested</b>	42															



## Grade 12 Alternate ACCESS Scores SY 2019-2020



**Alternate ACCESS for ELLs®**  
English Language Proficiency Test for ELL Students  
with Significant Cognitive Disabilities

District: District of Columbia International School  
School: DC International School  
Grade: 12  
Cluster: 9-12

### School Frequency Report — 2020

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
A1 – Initiating	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
A2 – Exploring	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
A3 – Engaging	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
P1 – Entering	0	0%	0	0%	0	0%	1	100%	0	0%	1	100%	0	0%	0	0%
P2 – Emerging	1	100%	1	100%	1	100%	0	0%	1	100%	0	0%	1	100%	1	100%
P3 – Developing*							0	0%	0	0%	0	0%	0	0%	0	0%
Highest Score	947		945		946		941		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking  *The domains of Listening, Speaking, and Reading do not include test items targeting levels P3 and above; therefore, students taking this test cannot demonstrate English language proficiency at levels P3 and higher. However, in the Writing domain, students may score up to Proficiency Level P3.							
Lowest Score	947		945		946		941									
Total Tested	1															



## Grade 11 Alternate ACCESS Scores SY 2019-2020



**Alternate ACCESS for ELLs®**  
English Language Proficiency Test for ELL Students  
with Significant Cognitive Disabilities

District: District of Columbia International School  
School: DC International School  
Grade: 11  
Cluster: 9-12

### School Frequency Report — 2020

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
A1 – Initiating	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
A2 – Exploring	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
A3 – Engaging	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%
P1 – Entering	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	1	100%
P2 – Emerging	1	100%	1	100%	1	100%	0	0%	1	100%	0	0%	1	100%	0	0%
P3 – Developing*							0	0%	0	0%	0	0%	0	0%	0	0%
Highest Score	947		945		948		936		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking  *The domains of Listening, Speaking, and Reading do not include test items targeting levels P3 and above; therefore, students taking this test cannot demonstrate English language proficiency at levels P3 and higher. However, in the Writing domain, students may score up to Proficiency Level P3.							
Lowest Score	947		945		948		936									
Total Tested	1															

## Grade 9 Alternate ACCESS Scores SY 2018-2019



**Alternate ACCESS for ELLs®**  
English Language Proficiency Test for ELL Students  
with Significant Cognitive Disabilities

District: District of Columbia International School  
School: DC International School  
Grade: 09  
Cluster: 9-12

### School Frequency Report — 2020

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
A1 – Initiating	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
A2 – Exploring	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
A3 – Engaging	0	0%	0	0%	0	0%	1	50%	0	0%	0	0%	0	0%	0	0%
P1 – Entering	0	0%	1	50%	0	0%	1	50%	1	50%	1	50%	0	0%	1	50%
P2 – Emerging	2	100%	1	50%	2	100%	0	0%	1	50%	1	50%	2	100%	1	50%
P3 – Developing*							0	0%	0	0%	0	0%	0	0%	0	0%
Highest Score	947		945		948		941		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking  *The domains of Listening, Speaking, and Reading do not include test items targeting levels P3 and above; therefore, students taking this test cannot demonstrate English language proficiency at levels P3 and higher. However, in the Writing domain, students may score up to Proficiency Level P3.							
Lowest Score	943		942		948		936									
Total Tested	2															

## Grade 7 Alternate ACCESS Scores SY 2018-2019



**Alternate ACCESS for ELLs®**  
English Language Proficiency Test for ELL Students  
with Significant Cognitive Disabilities

District: District of Columbia International School  
School: DC International School  
Grade: 07  
Cluster: 6-8

### School Frequency Report — 2020

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
A1 – Initiating	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
A2 – Exploring	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
A3 – Engaging	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%
P1 – Entering	0	0%	1	100%	0	0%	0	0%	0	0%	1	100%	0	0%	1	100%
P2 – Emerging	1	100%	0	0%	1	100%	0	0%	1	100%	0	0%	1	100%	0	0%
P3 – Developing*							0	0%	0	0%	0	0%	0	0%	0	0%
Highest Score	946		943		948		933		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking  *The domains of Listening, Speaking, and Reading do not include test items targeting levels P3 and above; therefore, students taking this test cannot demonstrate English language proficiency at levels P3 and higher. However, in the Writing domain, students may score up to Proficiency Level P3.							
Lowest Score	946		943		948		933									
Total Tested	1															

## Grade 6 Alternate ACCESS Scores SY 2018-2019



**Alternate ACCESS for ELLs®**  
English Language Proficiency Test for ELL Students  
with Significant Cognitive Disabilities

District: District of Columbia International School  
School: DC International School  
Grade: 06  
Cluster: 6-8

### School Frequency Report — 2020

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
A1 – Initiating	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
A2 – Exploring	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
A3 – Engaging	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
P1 – Entering	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%
P2 – Emerging	1	100%	1	100%	1	100%	0	0%	1	100%	1	100%	1	100%	1	100%
P3 – Developing*							0	0%	0	0%	0	0%	0	0%	0	0%
Highest Score	946		947		950		941		<div>A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking</div> <div>*The domains of Listening, Speaking, and Reading do not include test items targeting levels P3 and above; therefore, students taking this test cannot demonstrate English language proficiency at levels P3 and higher. However, in the Writing domain, students may score up to Proficiency Level P3.</div>							
Lowest Score	946		947		950		941									
Total Tested	1															

## At Risk Funding Spending

The District of Columbia International School received \$514,050 in At-Risk Funding for SY 2019-2020. We use these funds to ensure equity in the education we provide to all students. These funds are spent on a variety of expenses at DCI:

- Access to Extracurricular Activities: These funds were used to ensure all students have equal access to extracurricular activities. All students who qualify for at-risk can receive up to two days of after school activity enrollment with no cost to the family, as well as additional days at an extremely discounted rate.
- 1:1 Technology for students, provided by DCI: More than 50% of students at DCI qualify for Free and Reduced Lunch. Approximately 20% of families qualify for At Risk Funding. Our student economic diversity demands that we provide technology for our students, if we want to ensure all students have access to technology in this modern climate that requires this skill set to succeed.
- Educational Support: DCI hires a number of Educational Aids and Fellows to support our students. These staff members often spend time especially with our At-Risk students including supporting clubs at lunch for these students and in the classroom providing additional support.

# Unaudited Year End 2019-2020 Financial Statement

	June '20				YTD June '20			
	Actual	Budget	\$ Var B/(W)	% Var B/(W)	Actual	Budget	\$ Var B/(W)	% Var B/(W)
<b>Revenue</b>								
State and Local Revenue	\$ 2,193,942	\$ 1,965,775	\$ 228,168	11.6%	\$ 25,185,336	\$ 23,589,296	\$ 1,596,040	6.8%
Federal Revenue	\$ 352,299	\$ 74,878	\$ 277,420	370.5%	\$ 1,405,249	\$ 898,542	\$ 506,707	56.4%
Private Grants	\$ 21,325	\$ 20,833	\$ 492	2.4%	\$ 567,762	\$ 250,000	\$ 317,762	127.1%
Earned Fees	\$ (42,111)	\$ 103,181	\$ (145,292)	-140.8%	\$ 1,198,742	\$ 1,238,172	\$ (39,431)	-3.2%
<b>Total Revenue</b>	<b>\$ 2,582,243</b>	<b>\$ 2,164,667</b>	<b>\$ 417,576</b>	<b>19.3%</b>	<b>\$ 28,413,876</b>	<b>\$ 25,976,010</b>	<b>\$ 2,437,866</b>	<b>9.4%</b>
<b>Operating Expense</b>								
Salaries	\$ 1,199,027	\$ 1,113,052	\$ (85,976)	-7.7%	\$ 12,698,320	\$ 13,356,619	\$ 658,299	4.9%
Benefits and Taxes	\$ 215,007	\$ 252,273	\$ 37,267	14.8%	\$ 2,849,828	\$ 3,027,280	\$ 177,452	5.9%
Contracted Staff	\$ 2,700	\$ 9,484	\$ 6,784	71.5%	\$ 217,416	\$ 113,813	\$ (103,604)	-91.0%
Staff-Related Costs	\$ 6,139	\$ 19,595	\$ 13,456	68.7%	\$ 173,557	\$ 235,145	\$ 61,588	26.2%
Rent	\$ 8,179	\$ 11,135	\$ 2,956	26.5%	\$ 120,713	\$ 133,669	\$ 12,956	9.7%
Occupancy Service	\$ 65,006	\$ 90,501	\$ 25,496	28.2%	\$ 1,654,502	\$ 1,086,013	\$ (568,489)	-52.3%
Direct Student Expense	\$ 15,800	\$ 173,221	\$ 157,421	90.9%	\$ 1,264,925	\$ 2,078,648	\$ 813,723	39.1%
Office & Business Expense	\$ 53,371	\$ 81,029	\$ 27,658	34.1%	\$ 961,021	\$ 972,354	\$ 11,332	1.2%
Contingency	\$ -	\$ -	\$ -	0.0%	\$ -	\$ -	\$ -	0.0%
<b>Total Operating Expense</b>	<b>\$ 1,622,016</b>	<b>\$ 1,750,291</b>	<b>\$ 128,275</b>	<b>7.3%</b>	<b>\$ 19,997,071</b>	<b>\$ 21,003,541</b>	<b>\$ 1,006,470</b>	<b>4.8%</b>
<b>Net Operating Income</b>	<b>\$ 960,227</b>	<b>\$ 414,377</b>	<b>\$ 545,851</b>	<b>131.7%</b>	<b>\$ 8,416,805</b>	<b>\$ 4,972,469</b>	<b>\$ 3,444,336</b>	<b>69.3%</b>
Interest	\$ (26,884)	\$ 263,884	\$ 290,768	110.2%	\$ 2,370,504	\$ 3,166,604	\$ 796,100	25.1%
Depreciation & Amort.	\$ 495,997	\$ 210,819	\$ (285,177)	-135.3%	\$ 3,355,128	\$ 2,529,832	\$ (825,296)	-32.6%
<b>Total Expenses</b>	<b>\$ 2,091,128</b>	<b>\$ 2,224,994</b>	<b>\$ 133,865</b>	<b>6.0%</b>	<b>\$ 25,722,703</b>	<b>\$ 26,699,976</b>	<b>\$ 977,274</b>	<b>3.7%</b>
<b>Net Income</b>	<b>\$ 491,115</b>	<b>\$ (60,326)</b>	<b>\$ 551,441</b>	<b>-914.1%</b>	<b>\$ 2,691,173</b>	<b>\$ (723,966)</b>	<b>\$ 3,415,140</b>	<b>-471.7%</b>
<b>Net Income Margin</b>	<b>19.0%</b>	<b>-2.8%</b>			<b>9.5%</b>	<b>-2.8%</b>		



# Approved 2020-2021 Budget

District of Columbia International Public Charter School  
2020-2021 Fiscal Year Annual Budget

	Amount
<b>REVENUE</b>	
Per Pupil Charter Payments - General Education	22,814,665
Per Pupil Charter Payments - Categorical Enhancements	-
Per Pupil Facilities Allowance	4,735,700
Federal Funding	924,052
Other Government Funding/Grants	477,245
Private Grants and Donations	-
Activity Fees	499,261
In-kind revenue	-
Other Income	10,000
<b>TOTAL REVENUES</b>	<b>29,460,923</b>
<b>FUNCTIONAL EXPENSES</b>	
<i>Personnel Salaries and Benefits</i>	
Principal/Executive Salary	1,040,000
Teachers Salaries	9,583,528
Special Education Salaries	1,658,748
Other Education Professionals Salaries	2,370,896
Business/Operations Salaries	798,670
Administrative/Other Staff Salaries	848,860
Employee Benefits and Payroll Taxes	3,679,788
<b>Subtotal: Personnel Expense</b>	<b>19,980,489</b>
<i>Direct Student Expense</i>	
Educational Supplies and Textbooks	505,804
Student Assessment Materials/Program Evaluation	134,868
Contracted Student Services	379,170
Food Service	344,034
Other Direct Student Expense	343,363
<b>Subtotal: Direct Student Expense</b>	<b>1,707,239</b>
<i>Occupancy Expenses</i>	
Rent	157,337
Depreciation (facilities only)	2,081,275
Interest (facilities only)	2,571,831
Building Maintenance and Repairs	234,820
Contracted Building Services	283,770
Other Occupancy Expenses	889,868
<b>Subtotal: Occupancy Expenses</b>	<b>6,218,902</b>
<i>General and Administrative Expenses</i>	
Office Supplies and Materials	89,141
Office Equipment Rental and Maintenance	44,300
Telephone/Telecommunications	67,011
Legal, Accounting and Payroll Services	202,445
Insurance	75,508
Transportation	27,954
Professional Development	260,000
PCSB Administrative Fee	294,609
Management Fee	-
Interest Expense (non-facility)	-
Depreciation and Amortization (non-facility)	422,293
Other General Expense	1,218,685
<b>Subtotal: General Expenses</b>	<b>2,701,945</b>
<b>TOTAL EXPENSES</b>	<b>30,608,575</b>
<b>NET INCOME</b>	<b>(1,147,652)</b>