

District of Columbia International School

**Annual Report
2020-2021**

**1400 Main Drive NW
Washington, DC 20012
(202) 808-9033**

**Andrea Lachenmayr
Board Chair**

[District of Columbia International School Narrative](#)

[Mission Statement](#)

[School Program](#)

[Curriculum design and instructional approach](#)

[Parent and Guardian Involvement Efforts](#)

[School Performance](#)

[Meeting the Mission](#)

[Strategic Planning](#)

[Unique Accomplishments](#)

[Thank you to our Donors who donated over \\$500](#)

[Data Report](#)

[Appendices](#)

[Teachers](#)

[Instructional Support](#)

[Administration](#)

[Counseling/Guidance Staff](#)

[Add'l Support Staff](#)

[Board Roster](#)

[ACCESS Test Scores](#)

[At Risk Funding Spending](#)

[Unaudited Year End 2019-2020 Financial Statement](#)

[Approved 2020-2021 Budget](#)

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 schools 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. All 11th graders pursue either the DP or CP program. One hundred percent of our 11th and 12th grade students are taking IB classes.

The DP is an academically challenging and balanced program of education with final examinations that prepare 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, the DC Career Academy Network (DCAN).

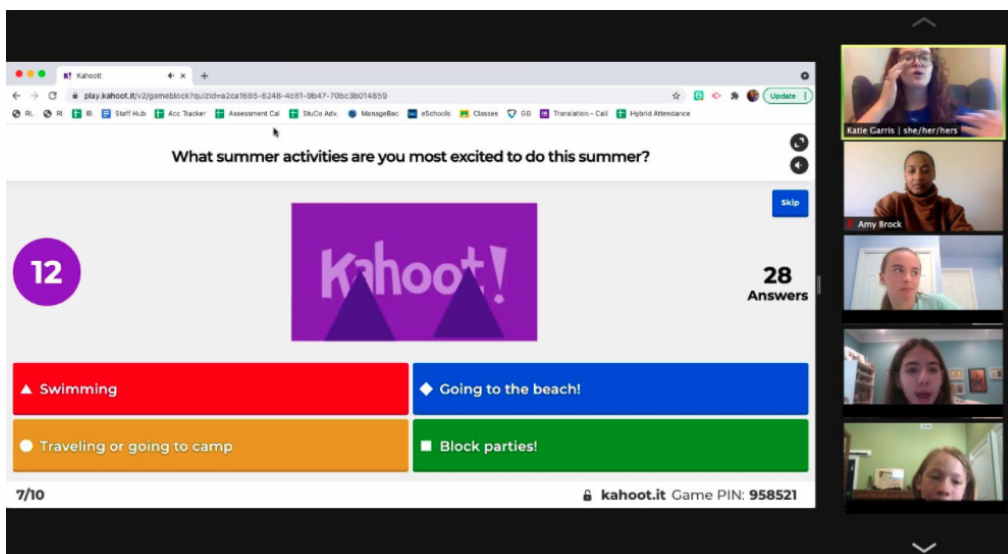
Multilingualism

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 the key to achieving global citizenship and is necessary 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.



Theatre students directed and performed in a fully virtual Zoom play.



The Middle School Student Council hosted an online End of Year Celebration, complete with games!



Guitar Club met in a hybrid format during Spring 2021.

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. Eighth grade Community Project topics this year included the impacts of COVID-19 on student productivity, a chess club, free transportation for low income families, building a video game, exploring mental health in adolescents, the fight against period poverty, spreading awareness of trash in the Anacostia river, teen LGBTQ+ homelessness, fundraising for the Humane Rescue Alliance, and bringing awareness to gentrification in DC.

Our 10th grade Personal Projects this year included teaching teens how to cook for themselves, exploring climate change, researching immigrant rights, building a website, making a traditional Salvadoran dress, training for a marathon, researching the effect of jazz music on emotions, how to live sustainably, learning Japanese, expressing personal style through interior design, making handmade jewelry, exploring LGBT+ life in Mexico and El Salvador, and re-learning how to aid the homeless.

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 2021 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:

- The Portrayal of Transgender People in Right-Wing Political Advertising and Media and Its Relation to Neo-Fascism
- To what extent does sexism in society have an impact on the Federal Communications Commission’s censorship practices?

- The Miribal Sisters and Trujillo's Dictatorship in the Dominican Republic
- A Good Old-Fashioned Witch Hunt: Inherit the Wind and The Crucible on McCarthyism and Mass Hysteria
- Economic Systems Explored Through 1945-1990 Berlin
- The Psychology of Brand Loyalty
- An Exploration into how Kurt Vonnegut Presents Anti-War Ideology through Humor, Irony, and Symbolism

And here is a sample of their Reflective Project submissions:

- Should Internet Access be Considered a Human Right?
- Is it Ethical to Use Facial Recognition Technology in the Private Sector?
- How Should Genetic Data be Used and Who Should Have the Power over How it's Used?
- Should Diversity Play a Role in How Tech Companies Hire Employees to Help Diversify the Tech Industry?
- Is it Ethical for Social Media Platforms to Implement Addictive Features?

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: Connecting learning to the community in which our students live and thrive is central to both our mission and the IB pedagogy. 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 from Distance Learning to Re-Opening

School Year 20-21 posed its own set of challenges due to the COVID-19 pandemic after the subsequent shift to distance learning in March 2020. Fortunately, DCI was able to transition to Distance Learning seamlessly. We have always provided all students with a Chromebook and utilizes digital tools in classes daily, so our students had the technology and knowledge to participate in Distance Learning with their teachers. In early March the DCI leadership team predicted that the school would go virtual. The team made a plan to go virtual. On March 9th we trained teachers on the plan and a new tool, Zoom, to conduct classes online. On March 13th we trained students in their homeroom classes. The Mayor shut down the city on March 14th, 2020. The following Tuesday, March 17th DCI opened fully online.

DCI's re-opening model was broken up into 4 phases. Beginning in October 2020, we implemented Phase 1 of the re-opening process, which introduced in-person support for Priority Population students. This allowed select students to attend their distance learning classes in the building, with help and direction from our instructional aides and discipline team. In February and March of 2021, Phase 2 allowed students to come to school in person on Fridays for ATL and Family lessons. The goals for this phase were to provide in-person interaction and socio-emotional connection between students and with staff, as well as a low-stakes space for teachers to start to try out some hybrid methodology.

Due to strict cohorting requirements, middle and high school students were unable to transition between classes. To mitigate this, we created a Phase 3 academic subject rotation schedule that would have allowed students to sign up for one content class per week. The goal of this phase was to test our hybrid protocols and give students high quality in-person instruction. Phase 3 was never implemented, as cohorting restrictions were lifted during the planning process. Instead, we implemented Phase 4 from May to June of 2021. Phase 4 included in-person half-day hybrid instruction for any student who wanted to come for in person learning. During this time, 500 DCI students attended school in-person, while the remaining 700+ attended school virtually. Phase 4 allowed students to receive real time hybrid in-person and virtual instruction directly from their teachers. This phase was integral to the reopening process as it allowed us to test our COVID protocols and scheduling on a large scale with nearly half of our students.

These reopening and hybrid phases proved to be a success, as we experienced no schoolwide COVID-related learning loss in SY20-21.



The middle school baseball team played against Washington Latin during the Spring season.



Students in Project LIT club met virtually to discuss *Spirit Hunters* by Ellen Oh.

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.

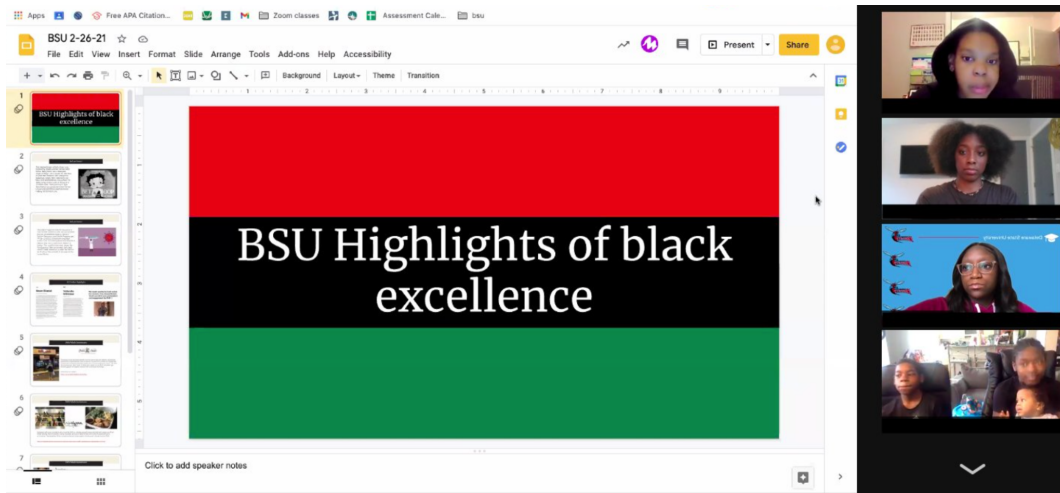
We also make consistent connections with our parent community in regular school programs. Our Parent-Teacher Organization (PTO) is inclusive. The PTO holds regular bi-monthly meetings for our parent community and administration to discuss school-wide success and community programming. In addition, our 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 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
- Parent Teacher Organization Meetings



To celebrate Black History Month, the Black Student Union hosted an open house, family game day, movie night, BHM discussions, and a student showcase!.

Second Graduating Class

On June 12th, 2021, DCI graduated its second class of Seniors, the Class of 2021. Ninety diverse graduates were celebrated in an in-person graduation ceremony which honored their academic and extracurricular achievements. Sixty-one members of the Class of 2021 demonstrated their proficiency in both English and a second language to receive a Seal of Biliteracy. Overall, 93.6% of graduating Seniors were accepted into college and together they received more than \$9 million in 126 scholarships total, including 2 POSSE scholarships.

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 program, we began the year with a professional development focus on ensuring high levels of rigor in our “IB 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 for SY10-20 and SY20-21. 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. MAP was given in fall, winter, spring for internal use.

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.

In high school, students have a block schedule on an A/B day rotation. 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 or another Group 6 choice in Foreign Language or History and one year of IB Theory of Knowledge; participated in 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 2021 Graduation Results

This year DCI graduated its second class, the Class of 2021. We had 94 students in the Class of 2021. Ninety received a DCI Diploma. One student received a SPED graduation certificate and two 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.

College Acceptance Rate	93.6%
Received Seal of Biliteracy	64.8%
1 Year Graduation Rate	95%
Received SPED Graduate Certificates	1.06%
Did not graduate on time	3.19%



The Class of 2021 celebrated their graduation at DCI's first in-person commencement ceremony on June 12, 2021.

All of us are so proud of what they achieved!

- College acceptance rate: 93.6%
- Biliteracy Seals: 64.8%, or 61 students
- Students received over \$9m in scholarships. Seniors received 126 scholarships total, including two POSSE scholarships.
- Our 93 general ed students all took rigorous IB Standard Level and High Level Classes.
- Sixty-four completed the Diploma Program and 33 were awarded the IB Diploma.
- Nineteen students completed the Career Program and eleven received the Career Certificate.
- Eighty-three students submitted IB Internal Assessments (IAs) and predicted grades. This was in lieu of exams in this COVID year. This was a total of 414 submissions in the six IB subject groups. This is equivalent to an average of 5 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 or opt-in within a school, 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 94 seniors, 93 were enrolled in DP and CP coursework and one received specialized instruction. Of our 93 general education students: 64 students pursued the Diploma Program, 19 students pursued the Career Program, and ten 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 (usually 3 Standard Level and 3 Higher Level, both of which are considered honors level), a 4000 word extended essay, a Theory of Knowledge course, service requirements and more. To earn the Diploma, students must receive a 4 or higher on each of the DP classes and complete the other requirements for a minimum of 24 points. Earning the required 24 points and attaining the IB diploma is truly amazing. We are proud of all our DCI students:

- 64 students pursued and completed the DP Program.
- Of those, 33 or 51% were awarded the IB Diploma.
- Average point scores for our 2021 DP students improved by 20% over our 2020 DP students.

With this being DCI's second 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, 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, 19 of our seniors pursued and completed the full Career Program and 11 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 exams for each of the DP classes in May; those exams are then graded internationally by the IB. With the pandemic, though, DP exams were not offered by the IB. Instead, teachers submitted to the IB the Internal Assessments (IAs) completed by each student (usually in the form of examinations), 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.

- Eighty-three students completed IAs for submission to the IB.
- There were a total of 414 submissions for marks for the six IB subject groups. This is an average of five honors classes per student.

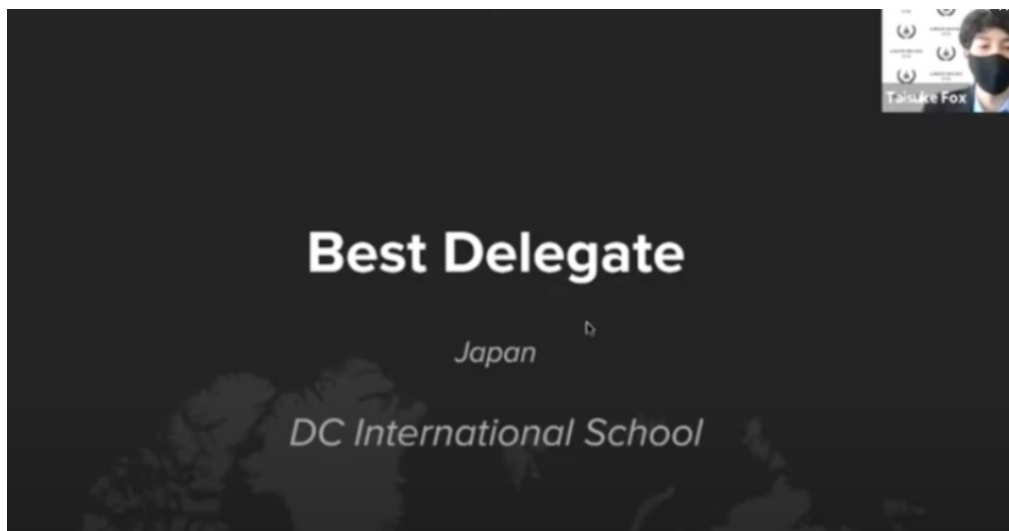
- Three hundred and thirteen IAs submitted passed with a 4+, for a pass rate of 75%. This is a 20% increase over last year's scores.

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 2020-2021 school year, DCI had incredible participation in our ACE Sports and Clubs Program. Fifty-eight percent, or 802, students participated in virtual ACE programming throughout the 2020-2021 school year.. In the Spring of 2021, we opened up various in person clubs and extracurriculars during Hybrid Learning, free of charge to ensure all students had access.



The Model UN team participated in the AmeriMUNC VIII conference against 42 other teams and received 3 awards.

DCI athletics adjusted quickly to online and socially distanced sports. Over 150 students participated in Fall 2020 virtual athletics. In Spring 2021, 84 students participated in virtual sports, including chess. Once guidance changed to allow in-person sports, 169 students participated in baseball, lacrosse, soccer, track and field, ultimate frisbee, and tennis. Low contact sports were able to practice their skills and compete throughout DC in the PCSAA and DCSAA leagues. 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.



With updated health guidance, spring sports teams were able to practice in person and host conditioning.

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 2020-2021 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">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">4.0 in Chinese (Intermediate-Low)5.0 in French or Spanish (Intermediate-Mid) <p>In SY19-20, no STAMP testing took place, so we were not able to obtain 11th grade results. Eleventh and 12th graders were tested remotely in SY20-21. Results for both classes are shared in the progress column since no data was reported for SY19-20.</p>	<p>Met</p> <p>Met</p>	<p>The following percentages of the Class of 2021 (SY20-21 12th graders) scored a 4.0 in Chinese and a 5.0 in French and Spanish:</p> <ul style="list-style-type: none">Total: 64.44%Chinese: 60.71%French: 57.14%Spanish: 81.25% <p>The following percentages of the Class of 2022 (SY20-21 11th graders) scored a 4.0 in Chinese and a 5.0 in French and Spanish:</p> <ul style="list-style-type: none">Total: 61.14%Chinese: 76.92%French: 20.93%Spanish: 75%

Educating EL Students SY 2020-2021

Measures taken to Improve EL Student Performance

The following structural changes and supports were implemented during SY20-21 in order to improve EL student academic performance and well-being at DCI:

- DCI hired two more EL teachers with educational background and professional experience teaching English language to diverse students. Thus, the EL team grew from two to four teachers last school year
- During the school year 2020-21, DCI improved the quality of our 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. We added a

EL newcomer class and modified the curriculum so that MS and HS ELD curriculum would be completely different, allowing for greater vertical articulation.

- Co-taught classes: ELA-EL co-taught classes in certain grades where we serve students with lower ACCESS scores continue, and we added math-EL co-taught classes and one science co-taught class in 10th grade.
- EL 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.

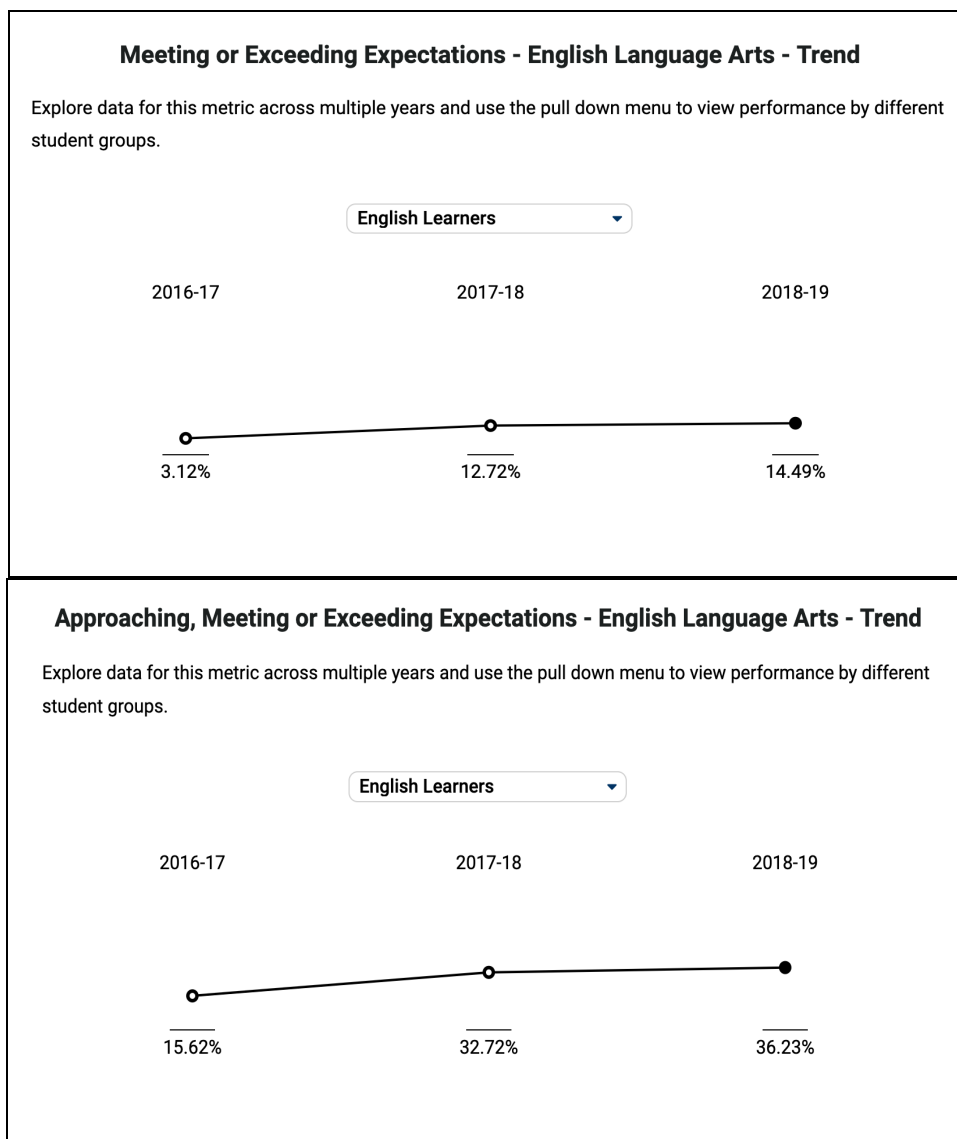
In addition, to respond to the new reality of the pandemic, DCI implemented several measures to support ELs during SY2020-21. These included: (1) Our four EL core teachers redoubled its efforts to reach out the ELs in their caseloads through constant communication with families and students; (2) EL teachers coordinated with content area teachers to provide small group tutoring for EL students who needed it on Friday morning, and (3) EL students with ACCESS level below 3.5 were invited to join our Priority populations during hybrid instruction. Most invited ELs accepted a hybrid seat and attended school during that period allowing us to better monitor and support them. During hybrid, one EL teacher conducted live small-group instruction for our ELs with lower English proficiency in 11th grade. (4) Finally, our summer school coordinator, Ms. Barbieri, worked with bilingual staff to reach out to families and ensure that ELs who failed high school courses and were missing credits fully participated in summer. Most EL students who participate in summer school recovered their missing credits

Although we still had an overrepresentation of EL students who failed content classes last year due to many of the stressors caused by the pandemic (particularly in math and social studies classes), the efforts above reduced the negative social-emotional and academic effects of the pandemic for our EL community. These efforts also informed our current EL objectives, which include an additional higher level EDL3 class in high school, more co-taught classes in math (MS) and social studies (MS and HS), and greater intentionality with EL case management, as well as the addition of a Family Engagement Coordinator to our team.

Due to the pandemic we do not have data on EL performance in ACCESS or PARCC from the last two years. The section below includes the most recent achievement data, including SY 2018-2019 EL Student Achievement Data; most recent ACCESS English language development test scores (SY2018-19 & SY 2019-20). This new school year, we are administering the MODEL English language progress monitoring test (similar to the ACCESS test) all ELs taking ELD classes at the beginning of the year. The data we obtain will inform both EL services and curriculum/instruction.

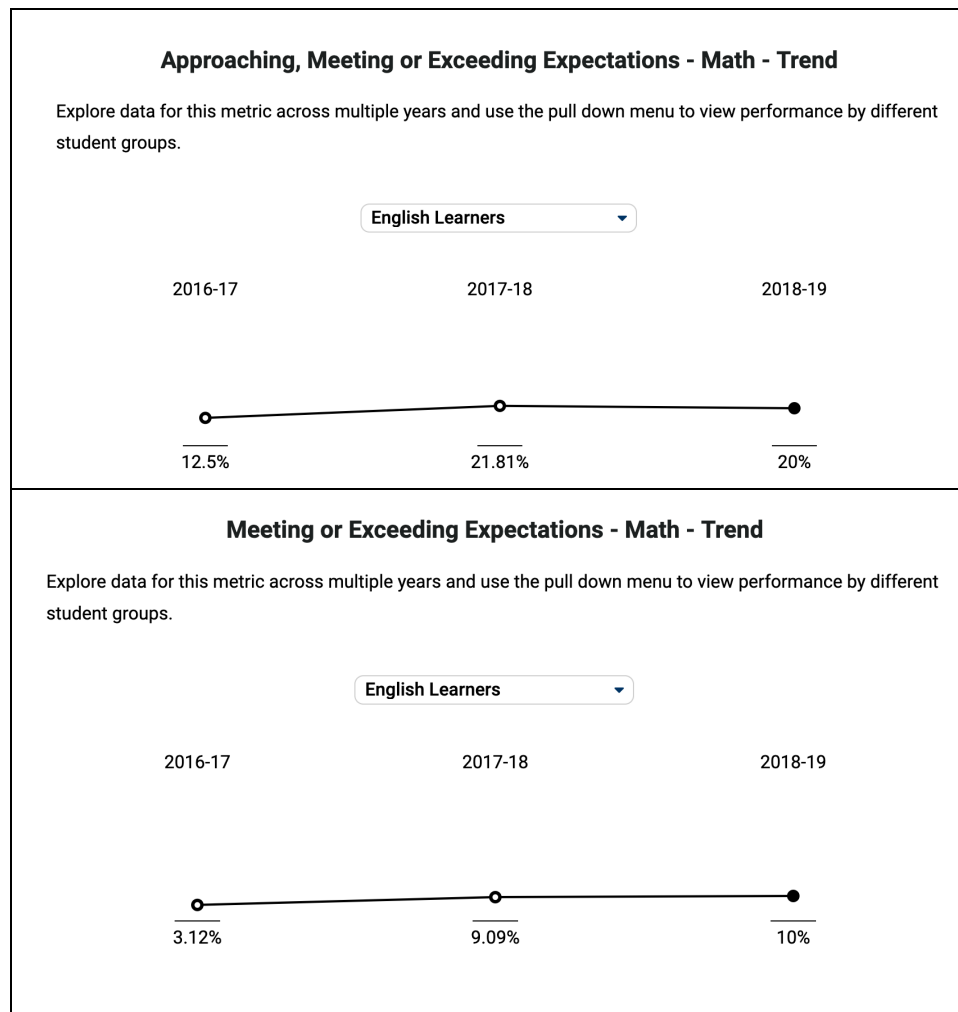
SY 18-19 EL student achievement

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 2020-21 School Year, we served 186 English learners (ELs), of which 87 are dually identified students (ELs with IEPs). The majority of ELs were served at the middle school level (67%), with 6th grade have the highest number of ELs. This trend is in great part due to the fact that we could not administer the ACCESS test, and thus could not exit students from EL status, due the pandemic. The ACCESS data in the appendix 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 2020-21 and previous years are not possible. Therefore, 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.

Key EL data trends include:

- The majority of DCI English learners are in our middle school grades (67% last year).
- About half of our 186 ELs (46%) 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 skills 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)

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.

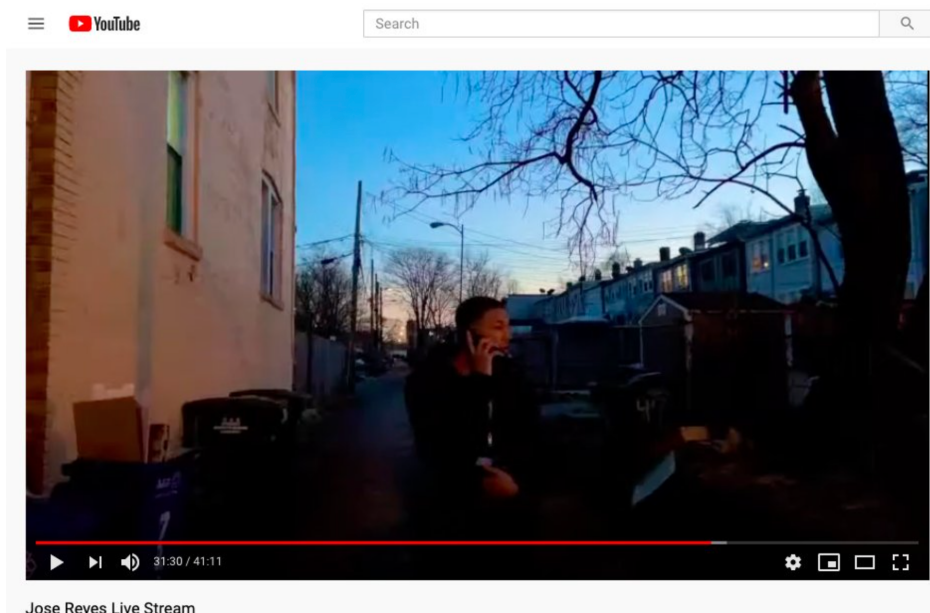
Below the priorities, DCI's 5 year and Long Term Impact Goals are highlighted. Next to that are the goals for SY 20-21 and the progress that has been made towards them.

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 20-21		
Long-Term Impact Goals (Five Year Strategic Plan)	2020-2021 Aligned Metrics and Milestones	2020-2021 Results
<p>IB for all: All students will graduate from DCI with a DC issued diploma, with 75%* receiving the IB Diploma or Career Certificate.</p> <p>Language: 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>Student agency: 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"> 50% or more of 2021 students earn IB CP certificates or IB Diploma 100% of 11th and 12th grade students take IB Diploma classes 100% of 10th grade students complete the requirements of the IB Middle Years Program 60% or more of students will grow 0.5 average levels in their target language on STAMP 60% or more of students will reach level 4 (Chinese) and level 5 (French and Spanish) in 11th grade 10% or more of students will reach the Advanced level STAMP 7 or higher or 	<ul style="list-style-type: none"> Met: 53% of 2021 students earned the IB CP Certificate or IB Diploma Met Met Not Met: <ul style="list-style-type: none"> Chinese: 44% French: 39% Spanish: 45% (We only tested 2 modalities in STAMP for our 6-10th grade.) Met: Class of 2021 (SY20-21 12th graders) scored a 4.0 in Chinese and a 5.0 in French and Spanish: <ul style="list-style-type: none"> Total: 64.44% Chinese: 60.71% French: 57.14% Spanish: 81.25% Met: The following percentages of the Class of 2022 (SY20-21 11th graders) scored a 4.0 in Chinese and a 5.0 in French and Spanish: <ul style="list-style-type: none"> Total: 61.14% Chinese: 76.92% French: 20.93% Spanish: 75% Met: <ul style="list-style-type: none"> Class of 2021: 29% Class of 2022: 24%

	<p>an IB Bilingual Diploma.</p> <ul style="list-style-type: none"> • 55% or more of students participating in lunch clubs, sports or afterschool programming. 	<ul style="list-style-type: none"> • The majority of these are in Spanish. • Met: 58% participated in virtual, hybrid, and in-person clubs and sports.
<p>DCI acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.</p>		



Students in Sr. Reyes' DP Film classes created their own music videos and hosted a virtual streaming.

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 used it for Priority Populations and hybrid learning. Our students and families expressed their gratitude that we implemented distance learning seamlessly and were able to bring students who wanted to attend in person back into the building.

Even in a pandemic and with the struggle for racial equity at a feverpoint in our country, DCI has accomplished:

- Over half (58%) of students participated in virtual and in-person ACE clubs and activities.
- Over 500 students participated in hybrid in-person classes in the spring of 2021.
- Priority Populations students were served in-person beginning in October
- We hosted our first in-person prom, graduation, and senior week activities.
- For the Chinese track, 20 students participated in a virtual language exchange with a high school in Taiwan.
- The DCI Middle School Chess Team won the PSCAA Championship.
- Our spring sports competed and practiced for the first time in a year.
- Our JV debate team made it to the National Tournament for the Urban Debate League and placed in the top 8 in the country.
- Two Varsity debate students were named the best team in their final tournament.

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 second graduating class, the Class of 2021! Their accomplishments include:

- Ninety students completed their IB classes. Sixty-four pursued the IB Diploma and nineteen pursued the Career Certificate. Thirty three received the IB Diploma and 11 received the IB Career Program Certificate.
- Sixty-one, or 65%, of the Senior class received Biliteracy Seals.
- The Class of 2022 had a College acceptance rate of 93.6%, including a number of selective schools throughout the US and internationally.
- Seniors received over \$9m in scholarships.

DCI continues to empower our students and our community and achieve our mission during the 2020-2021 school year and is proud to have graduated its second class of Seniors, the Class of 2021. The school community is proud of their accomplishments and eager to embark on SY21-22.

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 over \$9,000 in non-tax deductible donations for the DCI Community Fund, which provided grocery gift certificates for families who requested them (not reflected below), and the Voyager Scholarship Fund (reflected below), which provides financial assistance to college-bound DCI graduates. Thank you to all of our donors!

Donors
The Norman & Ruth Rales Foundation
New Schools Venture Fund
Truist Foundation
GWU - Confucius Institute
Lewis Mottley
Huawei USA
Sandi Leigh Verbois
Building Hope
Peter M Harris
Ralph Taylor
Sarah Snyder
Scott Nordheimer
Urban Atlantic
Vicki Davis - Urban Atlantic
FIRST Chesapeake
David Deal
Sarah Mooney
Lois Fried
Jan and Jon Fetter-Degges
Carmen Rioux-Bailey
East City Books
AmazonSmile Foundation
Silver Lake Technology
Alan Lederman
David Corlette
Edward Pauls
Kelli Brooks

Data Report

SY 2020-2021 Annual Report Campus Data Report

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: 1442

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	262
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	260	269	231	178	148	94	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: 178
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 97.6%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 1.1% (16 students)*
PCSB	Midyear Entries: 0.1% (1 student)*

PCSB	Promotion Rate: 98.0%
PCSB (SY19-20)	Graduation Rate: 86.3%
PCSB (SY19-20)	College Acceptance Rates: 93.6%
PCSB (SY19-20)	College Admission Test Scores: 88.4% (N=52)
FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate: 13.8%
School	Number of Teachers: 116 “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	Teacher Salary 1. Average: \$71,907 2. Range -- Minimum: \$39,500 Maximum: \$95,000
School	Executive Compensation <ul style="list-style-type: none"> • Shaffner, Mary: \$162,042.50 • Stewart, Maya: \$132,266.77 *includes tuition compensation • Lyons, Denise: \$130,018.73 • Bailey, Deidra: \$124,493.25 • Nickelson, Jesse: \$116,777.26

***Notes:**

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY20-21 Charter Sector Attendance Qlik application as of August 2021. 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 5/31 in SY 2020-21, 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
Amina	Ahmed	Science Teacher	BS Health Sciences	8/16/20	08/15/21
Laura-Ashley	Alegbeleye	Math Teacher	MA in Teaching, Secondary Education	8/16/20	08/15/21
Cassandra	Allen	Music Teacher	MA Contemporary Music	01/21/20	Present
Casey	Ambrose	Math Teacher	MA in Education	8/16/20	1/27/21
Alexa	Arboleda	English Teacher	BA Secondary Education	8/16/19	Present
Natalie	Barbieri	Special Ed/ELL Teacher	M. Ed Special Education	10/10/19	Present
Emmet	Battenberg	NYU Resident	BA in English	8/16/20	Present
Carsten	Binsner	IT/Design Teacher	BS in Science	8/16/17	Present
Bethany	Blackwood	Math Teacher	MA Educational Tech.	8/16/18	Present
Sean	Bland	PPD Teacher	MA School Counseling	8/16/18	Present
Danielle	Boudreaux	English Teacher	MA English	8/16/16	Present
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
Rodolfo	Castropoland	Spanish Teacher	BA Political Sci & Spanish	8/16/18	Present
Ronald	Chacon	Art Teacher	MA in Art Education	8/16/20	Present
Laura	Chase	Science Teacher	MA Teaching	8/16/19	Present
Ingrid	Chavez	TOK Teacher	MA Education and ESOL	8/16/20	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
Sarah	Cooney	SPED Teacher	MA of Science, Secondary Education and Curriculum & Teaching	8/16/20	10/16/20
Edward	Couther	Science Teacher	MA Education in Curriculum and Teaching	8/16/20	Present
Kennedi	Crosby	Math Teacher	MA Chemistry	8/16/18	08/15/21
Jessica	Csoma	ELL Teacher	MA in English, History and Economics	8/16/20	Present
Emily	Culp	English Teacher	BA English & American Lit	8/16/18	Present
Charlene	Cummings	Science Teacher	BS Science	3/16/15	Present
Corbin	Curtis	English Teacher	BA English	8/16/19	Present

Nicholas	Curwen	Social Studies Teacher	M.ED Administrative Leadership	8/16/16	Present
Kelly	Custer	SPED Teacher	MA in Education	8/16/20	Present
Zachary	Diamond	Music Teacher	BA Music History & Theory	8/16/16	Present
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
Imani	Fennell	Science Teacher	MA Teaching, Secondary Mathematics	8/16/20	08/15/21
Dionicio	Flores	Spanish Teacher	BA Elementary Education	8/16/20	Present
Kyle	Forsyth	Science Teacher	MA Learning & Teaching	8/16/19	Present
Robin	Froehlich	SPED/504 Coord	BS in Special Education	8/1/20	Present
Nicholas	Galfo	ISS Teacher	BA Early Childhood Education	8/16/18	Present
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	01/21/20	present
John	Gass	English Teacher	MA Curriculum & Instruction	8/16/18	Present
Alyssa	Girod	NYU Resident	MA of Science	8/16/20	Present
Jennifer	Gobrail	TOK Teacher	MA in Education	8/16/20	Present
Sabre	Goldman	SPED Teacher	BA History, Praxis	8/16/17	Present
Celia	Gomez	SPED Teacher	BA in English	8/16/20	Present
Mark	Gormley	Science Teacher	PhD in Earth & Environmental Science	8/16/20	Present
Jorge	Granados	Teacher	BA Liberal Studies, Praxis	8/16/17	Present
Alexandra	Guido	Math Teacher	BA in English Literature	8/16/20	Present
Megan	Hahn	I&S Teacher	MA Teaching	03/02/20	08/15/21
Diana	Hajjar	Spanish Teacher	MA Education, Curriculum and Instruction	8/16/20	08/15/21
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
Paul	Hernandez	History Teacher	BA in History	8/16/20	Present
Grace	Hu	Chinese Arts	MA Arts	8/16/17	08/15/21

		Teacher			
Renee	Kemp	SPED Teacher	MA Human Development and Education	11/1/19	Present
Elizabeth	Kleinrock	English Teacher	MA Education	8/16/20	08/15/21
Carly	Klinenberg	Math Teacher	BA in Political Science and Educational Studies	8/16/20	Present
Jocara	Knight	PE Teacher	BA Health & Physical Education	8/16/19	Present
Paul	Kutner	French Teacher	BS in Foreign Service	8/16/2020	Present
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
Tahoma	Lewis	French I&S Teacher	MA Education and Curriculum & Instruction	8/16/20	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
Fatoumata	Magassa	Special Ed/ELL Teacher	MA Special Education	8/16/15	Present
Glammann	Makouangou	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	06/29/21
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

Daniel	Nealis	Math Teacher	MA Education, Instructional Practice	8/16/20	Present
Aude	Newton	Math Teacher	MS Middle Grades Math	8/16/14	Present
Weedner	Norméus	French Teacher	MA in Curriculum & Instruction	8/16/20	Present
Ana	Ortega	Spanish Teacher	MA Edu Policy, Organization & Leadership	10/4/19	Present
Jennifer	Paillet	Science Teacher	MA in Secondary Education	8/16/20	Present
Jonathan	Pallis	Math Teacher	MA Education, Secondary Mathematics	8/16/20	Present
Shreyas	Patel	Science Teacher	Ed.D Educational Leadership and Professional Practice	8/16/19	Present
David	Payne	Science Teacher	BA Chemical Education	9/1/18	Present
Janei	Peterson	ELL Teacher	BA Elementary & Special Education	8/16/19	Present
Ashley	Porter	Film, Media & Design Teacher	MA Education, Curriculum and Instruction	8/16/20	Present
Odalis	Pupo Batallan	SPED Teacher	MA SPED	8/16/18	Present
Jonathan	Pyo	Math Teacher	BA Math	8/16/19	Present
Nadine	Quiros	Math Teacher	MA Education in Curriculum and Teaching	8/16/20	Present
Kenya	Ramey	PPS Teacher	MA African American Studeis	1/28/19	Present
Jose	Reyes	Spanish Arts Teacher	MA Film	8/16/17	Present
Christian	Reyna	Science Teacher	MA Teaching	8/16/20	Present
Sergei	Riddell	SPED Teacher	BA in Political Science	8/16/20	Present
Brittany	Rieg	Math Teacher	BA Organizational Sciences	8/16/19	Present
Leticia	Rodriguez	Spanish Teacher	MA Spanish	8/16/16	Present
Roy	Rogers	History Teacher	MA Political Science	8/16/20	Present
Elena	Ross	English Teacher	BA Psychology	8/16/19	08/15/21
Ginna	Salaman-Sanchez	Spanish Teacher	MA Creative Writting	8/16/19	Present
Naomi	Schatz	Psychology Teacher	Ph.D. in Kinesiology	8/16/20	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	02/24/20	Present
Sarah	Silver	ELL Teacher	MA Education	8/16/20	Present
Monique	Sim	Math Teacher	BA Public Health	8/16/19	Present
Doreen	Smith	Science Teacher	MA Secondary Science	8/16/17	Present
Ryan	Steinbach	Math Teacher	MBA, Praxis	2/1/18	08/15/21

Andy	Stoffel	Theater Teacher	BA Culture & Politics	8/16/18	Present
Aaron	Stone	Special Education Teacher	MEd Special Education	3/15/15	08/15/21
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
Imani	Thompson	Science Teacher	BS Business Administration	8/16/20	Present
Tanya	Thomson	French Arts Teacher	MA Ed Leadership	8/16/17	Present
Robert	Turner	PE Teacher	BA Physical Education	8/16/18	Present
Juan Pablo	Vasquez	Spanish I&S Teacher	BA in Communication Studies	8/16/20	Present
Megan	Ver Duin	English Teacher	BA English/Secondary Education	8/16/19	Present
Janis Anahi	Villar	Spanish Teacher	BA Journalism and Mass Communications, Minor in Spanish	8/16/20	08/15/21
Monica	Vivar	Spanish Teacher	MA in Spanish	8/16/20	Present
Jennifer	Washington	SPED Teacher	MA Bilingual Education	12/3/18	Present
Kristin	Watkins	English Teacher	MA in Education & Human Development	8/16/20	Present
Yolanda	Whitted	English Teacher	BA English Language & Lit	1/3/19	Present
Eddison	Wilkinson	English Teacher	BA in Anthropology	8/16/20	Present
Taylor	Wright	History Teacher	MA Education	8/16/20	Present
Jingyi	Wu	Chinese Teacher	MA Education	8/16/20	Present
Yinghan	Xue	Chinese Teacher	BA International Cultural Communication	8/16/19	Present
Runsheng	Zhu	Chinese Teacher	MA Education in Curriculum and Instruction	04/06/20	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
Bianca	Bah	Instructional Aide	Associate of Arts	2/22/21	Present
D'Mari	Bibbs-Walker	Dedicated Aide	HS Diploma	10/26/20	Present
Brian	Custodio	Dedicated Aide	HS Diploma	10/26/20	Present
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	02/24/20	01/05/21
Minerva	Gonzlez Macnab	Instructional Aide	HS Diploma	8/16/19	06/25/21
Carissa	Hill	Dedicated Aide	BA in Sociology	10/13/20	Present
Adrian	Iglesias	Instructional Aide	HS Diploma	11/2/20	11/9/20
Rodney	Johnson	Dedicated Aide	HS Diploma	10/26/20	Present
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	10/16/20
Johnthan	Taylor-Wilks	Instructional Aide	HS Diploma	03/11/20	Present
Oscar	Urizar Gromsch	Dedicated Aide	BS Public Health & Human Studies	1/21/21	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	HS 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	07/31/21
India	Finn	Dean of Students	MA Elementary Education	8/1/19	07/31/21
Laura	Flanagan	MS Assistant Principal	MA Math Education	8/16/16	Present
Nathan	Garneau	Math Instructional Coach	MA Math Education	8/1/19	Present
Sandra	Gutierrez	Dir. Language	MA Education	5/20/19	Present

		Learning			
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	Chief of Staff	MSW, MEd	8/16/14	Present
Dana	Mitchell	MS Asst Principal	MA Education, Curriculum & Instruction	8/1/19	Present
Christopher	Nace	Dir. Student Support Services	MA Secondary Special Ed	2/25/19	Present
Jesse	Nickelson	DP Coordinator	PhD in Ed Leadership	5/1/19	Present
Krishna	Rampersaud	HS Asst Principal	MA Educational Administration	8/16/16	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	06/25/21
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
Cameron	Cutler	Counselor	MA Counselor Education	8/1/19	Present
Rebecca	Ferrer	Counselor	MA School Counseling	6/16/16	Present
Kevin	Gonzalez	College & Career Counselor	MA Education, Higher Education Administration	8/1/20	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	4/16/2021
Jane	O'Hagan	Counselor	MA Social Work	8/13/18	Present
Clarissa	Wright	504/SPED Coordinator	MA Ed Early Childhood Education	02/24/20	Present
Latrisha	Wright	Counselor	MA Social Work	9/16/19	3/5/2021

Add'l Support Staff

First Name	Last Name	Responsibilities	Qualifications	Start Date	End Date
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
Nicholas	Clements	Athletic Trainer	BS Athletic Training	1/7/19	Present
Andrea	Contreras	Office Manager	BA Political Science	08/09/16	8/20/21
Henry	Dotson	IT Associate	BA International Studies	10/1/17	06/29/21
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	06/29/21
Lauren	Games	Communications Manager	MA International Studies	8/16/15	Present
Melody	Garcia	Office Assistant	HS Diploma	4/25/17	07/30/21
Erika	Guevara	Receptionist	HS Diploma	6/11/18	Present
Ana	Guzman	Cafe Administrator	HS Diploma	9/15/17	Present
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	8/1/14	Present
Elizabeth	Konneker	EdTech Associate	BA Psychology	4/1/19	04/30/21
Cassandra	Martinez	Educational Assistant	HS Diploma	3/15/15	6/30/21
Candida	Mejia	School Custodian	Unknown	2/24/19	Present
Juan	Melendez	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	BA Political Science	3/25/19	7/2/21

		Coordinator			
Sabrina	Nuñez	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	6/30/21
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
David Carl	Y	Y	Vice Chair	11/2014	10/2023
Leroy Clay	Y	N	Treasurer	10/2017	9/2023
Yuanxia Ding	Y	N		01/2016	12/2022
Jamila Frone	Y	Y		6/2016	5/2022
Lisa Grillo	Y	N		6/2020	6/2021
Melissa Kim	N	N	Emeritus	7/2013	6/2021
Andrea Lachenmayr	Y	Y	Board Chair	6/2016	8/2022
Elani Lawrence	Y	Y		3/2021	2/2023
Alexandra Pardo	Y	Y		3/2021	2/2023
Luis Pozo-Lin	Y	Y		10/2018	8/2020
Clinton Randolph	N	N		12/2014	10/2023
Shalini Shybut	Y	N		12/2019	11/2022
Sarah Snyder	Y	N	Secretary	11/2015	10/2021
Deanna Troust	Y	Y		6/2016	5/2022
Anna Zawislanski	Y	Y		2/2020	1/2022

ACCESS Test Scores

Grade 12 ACCESS Scores SY 2019-2020

Note: Students did not take the ACCESS tests during SY2020-21 due to the Covid Pandemic.

Below is our most recent ACCESS data. Most ELs will take the MODEL test (which assess similar skills as the ACCESS) during September and October and this will allow us to look at growth and areas of need)



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 ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# 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
1 – Entering 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%
2 – Emerging 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%
3 – Developing 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%
4 – Expanding 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%
5 – Bridging 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%
6 – Reaching 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%
Highest Score	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							
Lowest Score	359				417											
Total Tested	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 ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# 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
1 – Entering 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%
2 – Emerging 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%
3 – Developing 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%
4 – Expanding 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%
5 – Bridging 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%
6 – Reaching 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%
Highest Score	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							
Lowest Score	362				391		400									
Total Tested	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 ^a		Literacy ^a		Comprehension ^c		Overall Score ^b	
	# 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
1 – Entering 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%
2 – Emerging 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%
3 – Developing 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%
4 – Expanding 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%
5 – Bridging 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%
6 – Reaching 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%
Highest Score	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							
Lowest Score	399				374		365									
Total Tested	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 ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# 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
1 – Entering 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%
2 – Emerging 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%
3 – Developing 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%
4 – Expanding 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%
5 – Bridging 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%
6 – Reaching 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%
Highest Score	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							
Lowest Score	362		379		364		319									
Total Tested	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 ^A		Literacy ^A		Comprehension ^C		Overall Score ^B	
	# 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
1 – Entering 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%
2 – Emerging 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%
3 – Developing 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%
4 – Expanding 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%
5 – Bridging 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%
6 – Reaching 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%
Highest Score	436		367		359		333		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							
Lowest Score	364		305		327		298									
Total Tested	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 ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# 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
1 – Entering 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%
2 – Emerging 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%
3 – Developing 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%
4 – Expanding 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%
5 – Bridging 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%
6 – Reaching 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%
Highest Score	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							
Lowest Score	343		232		306		279									
Total Tested	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 ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# 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
1 – Entering 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%
2 – Emerging 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%
3 – Developing 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%
4 – Expanding 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%
5 – Bridging 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%
6 – Reaching 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%
Highest Score	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							
Lowest Score	328		293		290		298									
Total Tested	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 ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# 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 ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# 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 ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# 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 ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# 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		<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		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 ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# 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		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		947		950		941									
Total Tested	1															

At Risk Funding Spending

The District of Columbia International School received \$757,819 in At-Risk Funding for SY 2020-2021. 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, Discipline Specialists, 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. During SY20-21, these staff also supported our Priority Population students in person throughout distance learning and hybrid learning.

Unaudited Year End 2020-2021 Financial Statement

District of Columbia International School

Unaudited FY 2021 YTD Income Statement

	June 2021
	YTD Actuals
Revenue	
State and Local Revenue	\$ 29,952,809
Federal Revenue	\$ 2,150,632
Private Grants	\$ 302,582
Earned Fees	\$ 194,996
Total Revenue	\$ 32,601,019
Operating Expense	
Personnel Salaries and Benefits	\$ 18,948,750
Rent	\$ 84,009
Occupancy Service	\$ 1,698,141
Direct Student Expense	\$ 816,389
Office & Business Expense	\$ 1,232,351
Total Operating Expense	\$ 22,779,641
Net Operating Income	\$ 9,821,379
Interest	\$ 2,281,280
Depreciation & Amortization	\$ 2,416,620
Total Expenses	\$ 27,477,541
Net Income	\$ 5,123,479

Approved 2021-2022 Budget

District of Columbia International School FY22 Annual Budget

	FY22 Annual Budget
REVENUE	
Per Pupil Charter Payments - General Education	20,147,512
Per Pupil Charter Payments - Categorical Enhancements	6,484,804
Per Pupil Facilities Allowance	5,283,763
Federal Funding	888,380
Other Government Funding/Grants	1,169,589
Private Grants and Donations	-
Activity Fees	461,705
In-kind revenue	-
Other Income	10,000
TOTAL REVENUES	34,445,752
FUNCTIONAL EXPENSES	
<i>Personnel Salaries and Benefits</i>	
Principal/Executive Salary	1,327,038
Teachers' Salaries	11,411,245
Special Education Salaries	2,118,142
Other Education Professionals Salaries	2,550,945
Business/Operations Salaries	1,016,006
Administrative/Other Staff Salaries	947,200
Employee Benefits and Payroll Taxes	4,531,009
Subtotal: Personnel Expense	23,901,586
<i>Direct Student Expense</i>	
Educational Supplies and Textbooks	554,960
Student Assessment Materials/Program Evaluation	58,717
Contracted Student Services	432,230
Food Service	377,468
Other Direct Student Expense	767,014
Subtotal: Direct Student Expense	2,190,388
<i>Occupancy Expenses</i>	
Rent	161,270
Depreciation (facilities only)	2,093,682
Interest (facilities only)	2,541,831
Building Maintenance and Repairs	489,269
Contracted Building Services	200,909
Other Occupancy Expenses	948,491
Subtotal: Occupancy Expenses	6,435,451
<i>General and Administrative Expenses</i>	
Office Supplies and Materials	97,805
Office Equipment Rental and Maintenance	48,605
Telephone/Telecommunications	73,523
Legal, Accounting and Payroll Services	207,454
Insurance	67,661
Transportation	31,770
Professional Development	387,412
PCSB Administrative Fee	344,458
Management Fee	-
Interest Expense (non-facility)	-
Depreciation and Amortization (non-facility)	486,420
Other General Expense	1,596,843
Subtotal: General Expenses	3,341,950
TOTAL EXPENSES	35,869,375
OPERATING INCOME (LOSS)	(1,423,622)
CHANGE IN NET ASSETS	(1,423,622)