

# **District of Columbia International School**

**Annual Report  
2021-2022**

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# District of Columbia International School Narrative

## Mission Statement

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

## School Program

### Curriculum design and instructional approach

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

### International Baccalaureate for All

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

DCI's student population is incredibly diverse and reflects the diversity of the entire District of Columbia. Our students identify as 40% Hispanic, 30% Black, 20% white, and 10% Asian and mixed race. Around 50% of students qualify for free and reduced lunches and 14% receive specialized education services. Students that attend DCI come from all 8 DC Wards. We are proud to offer our IB curriculum to all of these students.

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 11th 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.

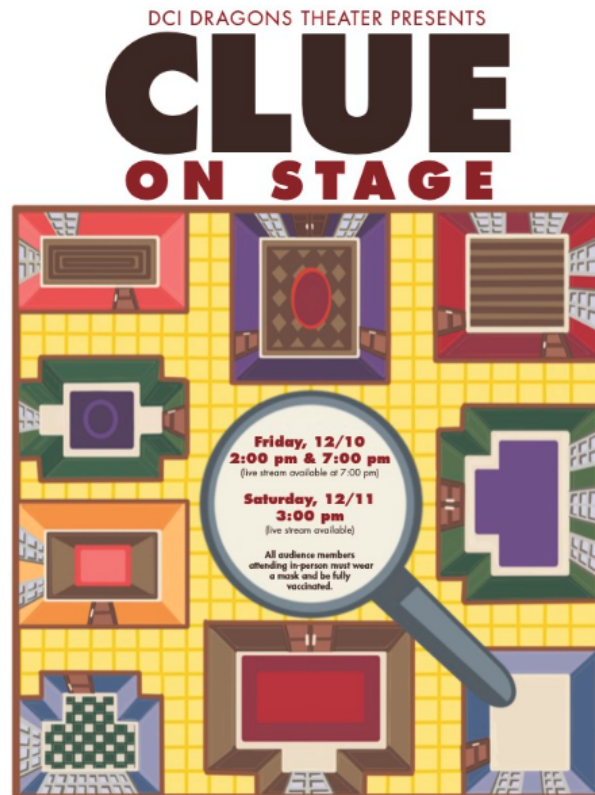
The DP is an academically challenging and balanced program of education with final examinations that prepare students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional, and physical well-being of students. The programme has 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. The IB Career Programme at DCI offers four tracks: hardware engineering, computer programming, digital

media, and health sciences. 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.

DCI was originally founded by the five DC charter immersion elementary schools: DC Bilingual PCS (Spanish), Elsie Whitlow Stokes PCS (Spanish and French), Latin American Montessori Bilingual PCS (Spanish), Mundo Verde PCS (Spanish), and Washington Yu Ying PCS (Chinese). Most students that attend DCI feed directly from one of these member schools in 6th grade. This creates a unique pre-K through 12th grade continuum in the target language. Students from outside of the feeder pattern also can apply to DCI in grades 6-9 with or without experience in learning the target language.



High school theatre students directed and performed CLUE in-person and on livestream for the community.



Coach Taylor's ATL created The Thrifty Dragon, a DCI thrift store, for their global impact project. Students and staff could donate and/or "shop" from the thrift store for free throughout the spring.



The Lu Verte Verde (green) club harvested honey from the DCI beehives! Students removed the caps from the honeycomb and placed the combs into an extractor to release the honey.

### **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 research on the impacts of COVID quarantine on students, bees in the community, resources for the homeless, community cleanup, tutoring for younger DCI students, the different perspectives of colorism, identity exploration, finding mental health resources for students, and medical supply delivery.

Our 10th grade Personal Projects this year included the effects of loneliness on the mental and physical health of cancer patients, advocating for the first black woman as a Supreme Court Justice, researching equity gaps in the IB, creating a healthy baking website, and discovering a student's Korean heritage through researching and making kimchi.

Eleventh and twelfth grade students in the Diploma Programme write an "Extended Essay" about an academic topic, while students in the Career Programme 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 2022 proposed fascinating questions in the categories of History, English, Psychology, Film, and the Sciences 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:

- Women in the Salvadoran Civil War and Their Role in Post-War Feminist Endeavors
- Gangsta Rap and Censorship - A study of How the Founding of the Parents Music Research Center in 1985 Influenced the Censorship and Stigmatization of Hip-Hop in the Late 80s and Early 90s
- How are Language and Rhetoric Used in News Media to Reflect their Bias and Influence the Reader?
- How is the Concept of Inherent Limitations in the Psychological Nature of Humanity Explored and Implied Through the Rhetoric and Stylistic Choice of Evangelion?
- To What Extent are Children's Eyewitness Testimonies Reliable?
- How Does Hayao Miyazaki Create More Meaning for Studio Ghibli Films by Relying on the Unique Japanese Perspective in Terms of History, Culture, and Philosophy?
- To What Extent do the Justice League Films Support Auteur Theory and to What Extent Can Zack Snyder be Considered an Auteur?
- To What Extent do Plyometrics Yield Additional Physical Adaptation Other Than Power?

And here is a sample of their Reflective Project submissions:

- To What Extent Have Advancements in Cosmetic Technology Helped the Industry Develop Better Ethical Practices?
- What is the Ethical Argument for Adding Robotic Parts to the Human Body?
- To What Extent Have Social Media Influences Changed Advertising Practices and What Does That Mean for Further Use of Social Media Platforms?
- To What Extent are Child Tracking Apps an Invasion of Privacy and How Does It Contradict with the 4th Amendment?
- Are Automation and AI in General Good for Society and to What Extent Should the Government Regulate It?

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 Hybrid Learning to Full In-Person Learning**

DCI was overjoyed to welcome all students back into the building for full in-person classes for School Year 2021-2022 after a year of virtual learning and hybrid learning in SY20-21. This year, students returned to regular in-person classes with many COVID-19 safety measures in place to ensure the health and safety of our community. These measures included masking, social distancing, HVAC and airflow upgrades, vaccination requirements for clubs and sports, and grade level cohorting. We consciously used a conservative approach to ensure that we were protecting the health and safety of our students, staff, and their families. Because of these protocols, we were able to keep students and teachers in school to continue in-person learning.



The high school Boys Varsity Basketball team played against other charter schools in the Public Charter School Athletic Association in the DCI Gym.



Middle school students in Project LIT club met to discuss *White Bird* by R.J. Palacio.

### **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 virtually 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 virtual 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. We also host a Spanish language parent meeting called Café y Charla to build relationships with and share information with our Spanish-speaking families.

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. This school year, they hosted our first annual Fun Run, a 3-mile run/walk from the DCI campus into Rock Creek Park and back. The event was a great time to build community in person and included music, vendors, and food trucks. All proceeds raised support DCI's athletic programming.

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
- Athletic Booster Club meetings
- Café y Charla meetings



After learning about Latinx muralists for Hispanic Heritage Month, students in 6th grade ATLS made their own murals.

### **Third Graduating Class**

On June 10th, 2022, DCI graduated its third class of Seniors, the Class of 2022. One hundred and forty one 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, 75% of graduating Seniors were accepted into college, and together they received nearly \$12.9 million in scholarships total.

## **School Performance**

### **Meeting the Mission**

DCI continued to achieve progress towards fulfilling our mission and vision during the 2021-2022 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 third graduating class, the Class of 2022, achieved success in their second year of the IB Diploma, IB Career-related, and NAF Program courses.

Throughout the 2021-2022 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 received results from the 2021 DC School Report Card for the first time this year and is consistently out-performing DC averages in categories such as SAT College and Career Readiness, Re-Enrollment, AP/IB Participation, and Postsecondary Enrollment across all subgroups. DCI also continues to out-perform the city on PARCC, seen below.

### PARCC Scores

MS Grades 6 - 8 (4+)				HS Grades (4+)			
	21-22	18-19	Δ		21-22	18-19	Δ
DCI English	45%	63%	-18	DCI English	47%	49%	-2
DCI Math	35%	42%	-7	DCI Math	23%	33%	-10
Citywide English	32%	40%	-8	Citywide English	33%	34%	-1
Citywide Math	16%	25%	-9	Citywide Math	11%	19%	-8
DCI relative to Citywide: English	+13	+23	<b>-10</b>	DCI relative to Citywide: English	+14	+15	<b>-1</b>
DCI relative to Citywide: Math	+19	+17	<b>+2</b>	DCI relative to Citywide: Math	+12	+14	<b>-2</b>

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 Approaches to Learning (advisory), Language, English, Science, and Math classes meeting every day. Arts, Design, Individuals & Societies, Physical Education, and most electives meet every other day. Students take up to two electives, either in the target language (such as classes in Chinese, French, or Spanish culture) or in English (such as Student-Led Inquiry, Theater, or Design). Students with advanced language skills take Art and Individuals & Societies in their target language when their schedule allows. We offer both lunch period and after school tutoring, club meetings, and student break time. 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 Language Learner 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 English, Math, Science, History, their second language, Music, Health and Physical Education, and two electives. As noted above, our tenth graders completed the IB MYP personal projects. All high schoolers also take Family (advisory) daily.

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 extracurricular 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 2022 Graduation Results

This year DCI graduated its third class, the Class of 2022. We had 144 students in the Class of 2022. One hundred forty one students graduated on time and one student graduated late. The official graduation statistics follow.

College Acceptance Rate	74.6%*
Received Seal of Biliteracy	26.7%
1 Year Graduation Rate	98.6%
Received SPED Graduate Certificates	0%
Did not graduate on time	0.7%

\*DCI's college acceptance rate is known to be much higher, at 91% of all graduates being accepted into colleges and universities. Due to errors in recordkeeping, we only have official documentation for 74.6% of those acceptances, thus the reported number above.



The Class of 2022 celebrated with an in-person commencement ceremony at Lisner Auditorium on June 10, 2022.

All of us are so proud of what they achieved!

- College acceptance rate: 74.6%\*
- Biliteracy Seals: 26.7%, or 38 students
- Students received nearly \$13m in scholarships.
- Our 144 students all took rigorous IB Standard Level and High Level Classes.

- Seventy-five completed the Diploma Program and 26 were awarded the IB Diploma.
- Nineteen students completed the Career Program and 15 received the Career Certificate.
- Ninety-four students submitted sat for IB exams. This was the first year that DCI students sat for the IB exams.

DCI is unique in that we are 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 144 seniors, all were enrolled in DP and CP coursework. Of our seniors: 57 students pursued the Diploma Program, 20 students pursued the Career Program, and 51 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:

- 75 students pursued the DP Program and sat for exams.
- Of those, 26 or 34.7% were awarded the IB Diploma.
- Five students received the IB Bilingual Diploma.

With this being DCI's second year of DP results, and especially considering the changes that we made navigating through 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 as well as took exams. Additionally, 15 seniors, or 78.9%, 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.](#)) This was our first year that students sat for IB exams; these exams are given in May and are graded internationally by the IB. The Class of 2022 took 2 year classes in English, History, Biology, Language, Math and either Film or Art and received marks for their submissions.

- Of the students who were eligible for the IB Diploma, 46% earned the full Diploma.
- Of the students who were eligible for the Career Certificate, 75% earned the full Career Certificate.
- Of the eligible students, 44% earned the Diploma or Career Certificate.
- Five students earned the IB Bilingual Diploma by reseciivng high scores in Spanish A: Language and Literature.
- One student earned the Bilingual CP Certificate for earning enough marks in their Spanish language course.

DCI students 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. This class also faced significant challenges. It is important to note that the Class of 2022 students spent a whole year of their final IB programmes online or hybrid during SY20-21. Sixteen students did not register to earn external IB credit in any course for various reasons, and therefore did not take any exams. This amounts to 12% of students who had already decided not to pursue any IB coursework before May of their senior year. Twenty-four students did not complete the Extended Essay, which automatically disqualifies them from earning the full IB Diploma. Additionally, we noted that white students are overrepresented in earning the Diploma by comparison with students of other races/ethnicities. We recognize that these are growth areas for our IB programmes and measures are being put into place for SY22-23 to improve them.

### **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 2021-2022 school year, DCI had incredible participation in our ACE Sports and Clubs Program. In just the Fall trimester, 557 of our 1528 students participated in a club or athletic team. For the Winter trimester, 292 students participated in clubs and 88 participated in athletics. And in the Spring trimester, 244 students participated in clubs and 265 participated in athletics. Rates for middle school ACE were reduced post-pandemic for those that qualify for Free and Reduced Lunch and those that are considered At-Risk. This was done in order to increase access to our amazing clubs and sports programs for our families that need it most.



The cyberUs robotics team competed and won a First Robotics tournament in March. They later went on to compete at regionals!

DCI athletics grew immensely in SY21-22. Over 400 students participated in 34 teams over 3 seasons of sports! We had so many amazing victories: High School Ultimate Frisbee finished 2nd in the DCSAA, HS Girls Track & Field finished 2nd in the PCSAA, Varsity Baseball and Varsity Softball both finished as PCSAA runners up, MS Coed Baseball finished 3rd in the league, Varsity Boys Basketball won the PCSAA Class A Championship, Varsity Girls Basketball came in 2nd in the PCSAA, MS Chess finished 2nd in the league, MS Girls Basketball finished as PCSAA runner up, Varsity Girls Volleyball won the PCSAA and made it to the 2nd round of the DCSAA tournament, Varsity Boys Soccer won the PCSAA, Varsity Girls Soccer came in third in the league, Varsity Boys XC won 3rd in the PCSAA, MS Girls Soccer won the DC Scores Charter Division and the DC Scores City Championship, MS Flag Football came in third in the PCSAA, and MS Cross Country Boys and Girls both placed third in the PCSAA. We also added ESports for 4 different game titles: Super Smash Bros. Ultimate, League of Legends, Mario Kart 8 Deluxe, and Rocket League. The Super Smash Bros. Ultimate team finished the season as DC Champions and the Mario Kart team finished in the top 4 out of more than 100 teams.



The middle school girls soccer team won the citywide DC Scores tournament.

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 sports 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 2021-2022 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.

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

DC International School Public Charter School - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
DCI will continue to be an authorized International Baccalaureate (IB) World School.	Met	DCI is now authorized by the International Baccalaureate to offer their Middle Years, Diploma and Career-related Programmes.
<p>Language: Students will be assessed in accordance with American Council on the Teaching of Foreign Languages (ACTFL) standards and benchmarking.</p> <ul style="list-style-type: none"> <li>● 50% of eleventh grade students who study a language at DCI for at least five years will receive a composite STAMP score of at least:               <ul style="list-style-type: none"> <li>○ 4.0 in Chinese (Intermediate-Low)</li> <li>○ 5.0 in French or Spanish (Intermediate-Mid)</li> </ul> </li> </ul> <p>In SY21-22, some students did not complete STAMP testing. These reported scores include students who did not complete the assessment.</p>	Unmet	<p>The following percentages of students scored a 4.0 in Chinese and a 5.0 in French and Spanish:</p> <ul style="list-style-type: none"> <li>● Total: 48.17%</li> <li>● Chinese: 45%</li> <li>● French: 31%</li> <li>● Spanish: 59%</li> </ul>

**Educating EL Students SY 2021-2022**

**Measures taken to Improve EL Student Performance**

The following structural changes and supports were implemented during SY21-22 in order to improve EL student academic performance and well-being at DCI:

- An 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 school during the pandemic, DCI continued several measures to support EL. These included: (1) Our four EL core teachers redoubled their 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. (3) 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 credit recovery. Most EL students who participate in summer school recovered their missing credits.

### **SY 21-22 EL Student Achievement**

Below are our SY21-22 PARCC results for English Learners that scored a 4 or above in ELA and math, compared with data from 2019. These groups have grown since 2019 and missed two school years of PARCC data during the pandemic. Our EL populations have grown in part because students were unable to participate in standardized testing throughout the pandemic, which prohibited them from showcasing their growth and testing out of the EL program. We are working to increase the scores for this subgroup through the plans outlined above.

#### Middle School PARCC Results

	MS (4+)							
	ELA			Math			Group Size	
	2022	2019	Δ	2022	2019	Δ	2022	2019
EL	10%	10%	0	10%	6%	+4	155	49

#### High School PARCC Results

	HS (4+)							
	ELA			Math			Group Size	
	2022	2019	Δ	2022	2019	Δ	2022	2019
EL	12%	22%	-10	10%	11%	-1	43	18

### **ACCESS Scores School Year 2021-2022**

During the 2021-22 School Year, we served 198 English learners (ELs). The majority of ELs were served at the middle school level (78%). The ACCESS data in the appendix represents the students for whom we have 2021-2022 ACCESS data.

Given that students who did not complete the four domains of the test did not receive overall ACCESS proficiency scores, comparisons between 2021-22 and previous years are not possible. Therefore, we report



EL enrollment in SY21-22 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 (78%).
- About half of our ELs (46%) this year were dual-identified ELs. That is, they have both EL status and special needs (IEP).
- 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.

**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 21-22**

<b>Goals for SY 21-22</b>		
<b>Long-Term Impact Goals (Five Year Strategic Plan)</b>	<b>2021-2022 Aligned Metrics and Milestones</b>	<b>2020-2021 Results</b>

<p><b>IB for all:</b> All students will graduate from DCI with a DC issued diploma, with 75%* receiving the IB Diploma or Career Certificate.</p> <p><b>Language:</b> At least 75% of students will demonstrate significant growth in their target language, and 15% or more will reach advanced levels by graduation.</p> <p><b>Student agency:</b> All students complete IB Capstone inquiry projects at grades 8 and 10, and 75% of students participate in DCI student life. This participation leads to strong engagement and connectedness with the community and school. DCI graduates will have the agency to pursue their chosen path to college or career.</p> <p>(*This 75% was created before we had results, so we may adjust after we receive 2-3 years of results.)</p>	<ul style="list-style-type: none"> <li>● 50% or more of 2022 students earn IB CP certificates or IB Diploma</li> <li>● 100% of 11th and 12th grade students take IB Diploma classes</li> <li>● 100% of 10th grade students complete the requirements of the IB Middle Years Program</li> <li>● 60% or more of students will grow 0.5 average levels in their target language on STAMP</li> <li>● 60% or more of students will reach level 4 (Chinese) and level 5 (French and Spanish) in 11th grade</li> <li>● 10% or more of students will reach the Advanced level STAMP 7 or higher or an IB Bilingual Diploma.</li> <li>● 55% or more of students participating in lunch clubs,</li> </ul>	<ul style="list-style-type: none"> <li>● Unmet: 48% of 2022 students earned the IB CP Certificate or IB Diploma</li> <li>● Met</li> <li>● Unmet: 99.5% of 10th graders completed all requirements of the MYP</li> <li>● Not Met: <ul style="list-style-type: none"> <li>○ Chinese: 44%</li> <li>○ French: 39%</li> <li>○ Spanish: 45%</li> </ul> </li> <li>● (We only tested 2 modalities in STAMP for our 6-10th grade.)</li> <li>● 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"> <li>○ Total: 64.44%</li> <li>○ Chinese: 60.71%</li> <li>○ French: 57.14%</li> <li>○ Spanish: 81.25%</li> </ul> </li> <li>● 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"> <li>○ Total: 61.14%</li> <li>○ Chinese: 76.92%</li> <li>○ French: 20.93%</li> <li>○ Spanish: 75%</li> </ul> </li> <li>● Met: <ul style="list-style-type: none"> <li>○ Class of 2021: 29%</li> <li>○ Class of 2022: 24%</li> </ul> </li> <li>● The majority of these are in Spanish.</li> <li>● Not Met: 41% participated</li> </ul>
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	sports or afterschool programming.	in clubs and sports in SY21-22.
DCI acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.		



High school students were inducted into the DCI chapter of the National Honor Society.

### Unique Accomplishments

The DCI community continues to be recognized for our significant accomplishments. This year, we were excited to expand into the former LAMB facility and used it to house our 6th grade classes. Our students and families expressed their gratitude that we implemented a full return to the classroom and were able to give students a virtual option when needed due to health and safety protocols.

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

- Over one third of students participated in ACE clubs and DCI Athletics in the Fall season alone.
- We hosted 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 came in 2nd in the PSCAA Championship.
- Many individual student athletes were named PCSAA All Conference or DCSAA All State.
- The cyberUs robotics team qualified for and competed in the regional tournament.
- Mario Serrano and Yenner Rengifo became published authors by writing bilingual childrens books with Shout Mouse Press!

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.

DCI continues to empower our students and our community and achieve our mission during the 2021-2022 school year and is proud to have graduated its third class of Seniors, the Class of 2022. The school community is proud of their accomplishments and eager to embark on SY22-23.

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

DCI collects tax deductible donations for various clubs, teams, scholarships, trips, and more! This year we collected over \$50,000 in donations for the new DCI Alumni Fund, which supports a brand new endowment of \$1 million created by DCI's Board of Trustees and provides scholarships and emergency funds to DCI alumni in need, the DCI general fund, and the DCI Voyager Fund.

Thank you to all of our donors!

<b>Donors</b>
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# Data Report

## SY 2021-2022 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: 1523

### 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	258	249	253	196	164	144	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	<b>Total number of instructional days:</b> 178
PCSB	<b>Suspension Rate:</b> 3.20%
PCSB	<b>Expulsion Rate:</b> 0.07%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.05%
PCSB	<b>In-Seat Attendance:</b> 91.30%
PCSB	<b>Average Daily Attendance:</b> 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. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals:</b> 1.90% (29 students)*
PCSB	<b>Midyear Entries:</b> 0.30% (4 students)*

PCSB	<b>Promotion Rate:</b> 97.70%
School (SY20-21)	<b>College Acceptance Rates:</b> 93.6%
School (SY20-21)	<b>College Admission Test Scores:</b> 74.46%
PCSB (SY20-21)	<b>Graduation Rate:</b> 86.30%
<b>FACULTY AND STAFF DATA POINTS</b>	
School	<b>Teacher Attrition Rate:</b> 16%
School	<b>Number of Teachers:</b> 172 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	<b>Teacher Salary</b> 1. Average: \$76,000 2. Range -- Minimum: \$42,000      Maximum: \$113,000
School	<b>Executive Compensation</b>  1) Mary Shaffner - salary paid \$190,900, bonus paid \$20,000 2) Denise Lyons - salary paid \$140,043, bonus paid \$500 3) Melody Maitland - salary paid \$132,706, bonus paid \$500 4) Maya Stewart - salary paid \$125,183, bonus paid \$500 5) Christopher Nace - salary paid \$119,925, bonus paid \$500  Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-22.

\*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
Cassandra	Allen	Music Teacher	MA Contemporary Music	1/21/20	1/25/22
Carlotta	Amaduzzi	Math Teacher	MA Secondary Math Education	11/1/21	11/30/21
Alexa	Arboleda	English Teacher	BA Secondary Education	8/16/19	Present
Jose	Badue	Spanish Arts Teacher	MA Teaching of Spanish	8/16/21	1/28/22
Xianglan	Bai	Sped Teacher	PhD Applied Mathematics	11/1/21	Present
Phelicia	Baker	TOK Teacher	PhD Education	10/18/21	Present
Jie	Bao	Chinese Teacher	MA Education	8/16/21	Present
Natalie	Barbieri	Special Ed/ELL Teacher	M. Ed Special Education	8/16/15	Present
Emmet	Battenberg	NYU Resident	BA in English	8/14/20	Present
Marcela C	Bednar	ELL Teacher	BA Arts & Literature	3/1/22	Present
Renee	Berry	SPED Teacher	LLM Law	4/18/22	Present
Carsten	Binsner	IT/Design Teacher	BS in Science	8/16/17	Present
Sean B	Bland	PPD Teacher	MA School Counseling	8/13/18	9/30/21
Danielle	Boudreaux	English Teacher	MA English	8/15/16	Present
Dounia	Bredes	ELL Teacher	MA TESOL	8/16/21	Present
Darius Rudyckyj	Brown	Math Teacher	MA Ed Policy	1/15/19	Present
Cesar	Cagigos Palacin	Spanish Teacher	MA Audiovisual Communication	12/6/21	Present
Natalia	Campos	Instructional Aide	BA Criminal Justice	2/1/18	Present
Jenae	Carter	English Teacher	BA English	8/16/17	Present
Rodolfo O	Castropoland	Spanish Teacher	BA Political Sci & Spanish	8/13/18	Present
Ronald	Chacon	Art Teacher	MA in Art Education	8/14/20	Present
Laura	Chase	Science Teacher	MA Teaching	8/14/19	8/15/22
Marina	Chen	Math Teacher	BA Education & Child Study	8/14/19	8/15/22
Jennifer	Cheng	English Teacher	BA English	8/16/21	Present
Zhengyu	Chi	Chinese I&S Teacher	MA Second Language (Chinese)	8/13/18	Present
Dominique	Cleggett	Science Teacher	BA Human Performance, Health and Leisure Studies	1/1/21	Present
Edward	Couther	Science Teacher	M Ed. Curriculum Instruction	8/14/20	Present
Carolina	Covarrubias	Spanish Teacher	MA Latin American Studies	8/16/21	Present
Jessica	Csoma	ELL Teacher	MA in English, History and	8/14/20	2/4/22



			Economics		
Emily E	Culp	English Teacher	BA English & American Lit	8/13/18	Present
Charlene	Cummings	Science Teacher	BS Science	8/16/15	Present
Corbin	Curtis	English Teacher	BA English	7/1/19	Present
Nicholas	Curwen	Social Studies Teacher	M.ED Administrative Leadership	8/15/16	Present
Kelly	Custer	SPED Teacher	MA in Education	8/14/20	Present
Zachary	Diamond	Music Teacher	BA Music History & Theory	8/15/16	Present
Samuel	Dodson	Art Teacher	BA Philosophy	8/16/17	Present
Danielle	Douglas	PE Teacher	MA Health Education	8/14/19	Present
Martha	Duran Ruiz	Spanish Teacher	MA Spanish	3/23/22	6/27/22
James	Elish	SPED Teacher	MEd Secondary Social Studies Instruction	8/16/21	8/15/22
Mounia	Elmezrichi	French Teacher	BA Public Relations	2/16/17	Present
Dionicio	Flores Montalvo	Spanish Teacher	BA Elementary Education	8/14/20	Present
Kyle	Forsyth	Science Teacher	MA Learning & Teaching	8/14/19	Present
Robin	Froehlich	SPED/504 Coord	BS in Special Education	8/1/20	Present
Martha	Fuechsel	SPED Teacher	MA Adaptive Special Education	8/16/21	8/15/22
Yuan Yuan	Gao	Chinese Teacher	MS Education	8/16/14	7/31/22
Yuan	Gao	Chinese Teacher	MS Education	4/22/19	8/15/22
Katherine	Garris	English Teacher	MA Secondary ELA	8/14/19	Present
Michael W	Gaskins	Science Teacher	M of Public Policy	1/21/20	Present
John A	Gass	English Teacher	MEd Curriculum & Instruction	8/13/18	Present
Alyssa	Girod	NYU Resident	MA of Science	8/14/20	Present
Jennifer	Gobrail	TOK Teacher	MA in Education	8/14/20	Present
Mahxwel	Godin	PPS Teacher	BA in History/Social Sciences Education	11/15/21	Present
Sabre	Goldman	SPED Teacher	BA in History, Praxis	8/16/17	Present
Emily	Goldstein	Math Teacher	MA of Science of Education	8/16/21	Present
Celia	Gomez	SPED Teacher	BA in English	8/14/20	Present
Francisco	Gonzalez Palencia	Spanish Teacher	BA in Spanish Language Arts	10/1/21	Present
Mark	Gormley	Science Teacher	PhD in Earth & Environmental Science	8/14/20	Present
Jorge	Granados	Teacher	BA Liberal Studies, Praxis	8/16/17	Present
Alexandra	Guido	Math Teacher	BA in English Literature	8/14/20	2/18/22
Joseph	Hamd	I&S Teacher	BA in Liberal Arts	8/16/21	Present
Monique	Henderson	Science Teacher	BA in Marketing/Business	8/16/21	Present
Ryann	Hendricks	PE Teacher	MA Elementary Education	8/14/19	Present

Catherine	Hendrix	English Teacher	MA International Relations	8/14/19	Present
Paul	Hernandez	History Teacher	BA in History	8/14/20	Present
Catalina	Hernandez-No riega	Spanish Teacher	BA in Spanish Language Arts	8/16/21	9/3/21
Cherish	Herrera	Sped Teacher	BA in Elementary/ Special Education	4/25/22	Present
Zulakha	Imran	History Teacher	BA in Electronic Media	8/14/19	Present
Mark	James	English Teacher	MA English	8/16/21	8/15/22
Mayra	Jaramillo	Spanish Teacher	BA Spanish Language Arts	8/16/21	Present
Wenjie	Jiang	Math Teacher	MA in TESOL	8/16/21	Present
Renee	Kemp	SPED Teacher	MA Human Development and Education	11/1/19	10/25/21
Fallon Dawn	Keplinger	SPED Teacher	MA- Transition Special Education	11/17/21	11/19/21
Carly	Klinenberg	Math Teacher	BA in Political Science and Educational Studies	8/14/20	Present
Jocara	Knight	PE Teacher	BA Health & Physical Education	8/14/19	Present
Katherine	Kormendi Nugent	Math Teacher	BA in Mathematic	3/1/22	8/15/22
Sara	Kovacs	ELL Teacher	MA in Ed. Curriculum and Instruction: Multilingual and Multicultural Education	11/1/21	Present
Paul	Kutner	French Teacher	BS in Foreign Service	8/14/20	8/15/22
Delano S	Lamy	Spanish I&S Teacher	Ph.D. in Spanish	8/13/18	Present
Justin	LaRocque	Special Education Teacher	MEd Special Education	8/16/15	Present
Arnaud	LeClere	Art Teacher	MA Fine Arts	8/14/19	Present
Melissa	Lemmons	History Teacher	MA in in Special Education Varying Exceptionalities	8/16/21	Present
Michael	Lesesne Jr.	Science Teacher	BS in Biology	8/16/21	8/31/21
Tahoma	Lewis	French I&S Teacher	MA of Ed. in Curriculum and Instruction	8/14/20	Present
YILAN	LI	Chinese Teacher	MA Teaching English as Second Language	8/13/18	8/15/22
Jiamin	Liu	Chinese I&S Teacher	BA Graphic Comm & Digital Publishing	8/16/21	Present
Mei Kuei K	Liu	Chinese I&S Teacher	BA Graphic Comm & Digital Publishing	8/13/18	Present
Orielen	Lopez-Ayon	Spanish Teacher	MA Curriculum and Instruction	8/14/19	Present
Brian	Lounsbury	Design Teacher	BA Education	8/16/17	12/15/21
JHEZABETH	LOZANO	Spanish Teacher	MA Spanish	8/17/21	10/29/21

Zilin	Ma Wolfe	Music Teacher	MA Music	8/13/18	8/15/22
Xae-Rashi	Makai	Math Teacher	BA Applied Mathematics & Sociology	8/14/19	12/15/21
Glaymann F	Makouangou Bounda	French Teacher	BA Education	8/14/19	Present
Darsie	Malynn	TOK Teacher	BA French Language & Literature	8/16/21	Present
Udean	Mars-Williams	Science Teacher	MA Educational Administration	8/14/19	8/15/22
Anna	Martin	French Teacher	BA French	8/14/19	8/15/22
Ana	Martinez	Spanish Teacher	MA Secondary Teacher	3/1/18	Present
Elizabeth S	McCarthy	English Teacher	MA English as a Second Language	8/13/18	Present
Ezra J	Miller	English Teacher	MA English	8/13/18	Present
Paul	Mills	Special Education Teacher	M.Ed Special Education	11/1/15	Present
Kirstin	Mobley	PE Teacher	MS in Special Education leading to Initial Licensure	5/2/22	Present
Stephen E	Muskett	Design Teacher	MA K-8 STEM Education	8/13/18	Present
Daniel	Nealis	Math Teacher	MA Education, Instructional Practice	8/14/20	Present
Tyler	Neiss	History Teacher	BS Ecology	8/16/21	8/15/22
Aude	Newton	Math Teacher	MS Middle Grades Math	8/16/14	Present
Weedner	Normeus	French Teacher	BA French	8/14/20	Present
Gladys	Okugbeni	Math Teacher	Other - Ministry	4/25/22	Present
Motunrayo	Oluwafemi	English Teacher	MA in Secondary Education	8/16/21	8/15/22
Ana	Ortega	Spanish Teacher	MA Edu Policy, Organization & Leadership	10/4/19	10/29/21
Jennifer	Paillet	Science Teacher	MA in Secondary Education	8/14/20	Present
Jonathan	Pallis	Math Teacher	MA Education, Secondary Mathematics	8/14/20	Present
Shreyas	Patel	Science Teacher	Ed.D Educational Leadership and Professional Practice	8/14/19	Present
David A	Payne	Science Teacher	BA Chemical Education	2/16/16	8/15/22
Janei	Peterson	ELL Teacher	BA Elementary & Special Education	8/14/19	Present
Markeisha	Pollard	Science Teacher	BS Biology	8/16/21	Present
Ashley	Porter	Film, Media & Design Teacher	MA Education, Curriculum and Instruction	8/14/20	Present
Gillian	Pratt	Science Teacher	MA in Educational Administration	8/16/21	Present
Odalis S	Pupo Batallán	SPED Teacher	MA Special Education	8/13/18	Present
Jonathan	Pyo	Math Teacher	BA Math	7/1/19	8/15/22

Nadine	Quiros	Math Teacher	MA in Art History & MEd Curriculum & Instruction	8/14/20	Present
Kenya Chante'	Ramey	PPS Teacher	MA Education in Curriculum and Teaching MA African American Studeis	1/28/19	9/24/21
Jose	Reyes	Spanish Arts Teacher	MA Film	6/13/16	Present
Christian	Reyna	Science Teacher	MA Teaching	8/14/20	Present
Sergei	Riddell	SPED Teacher	BA in Political Science	8/14/20	Present
Brittany	Rieg	Math Teacher	BA Organizational Sciences	7/1/19	Present
Inocencia	Rodriguez	Spanish Teacher	MA Spanish	8/15/16	Present
Roy	Rogers	History Teacher	MA Political Science	8/14/20	Present
Ginna M	Salaman Sanchez	Spanish Teacher	MA in Creative Writing and Spanish Narrative	8/14/19	Present
Silvia	Salgado	Spanish Arts Teacher	MA Arts and Art Education	8/16/21	12/15/21
Naomi	Schatz	Psychology Teacher	Ph.D. in Kinesiology	8/14/20	Present
Zain E	Shariff	History Teacher	BA Cell Biology & Molecular Genetics	2/24/20	Present
Zach	Siegel	English Teacher	MA History	8/16/21	Present
Sarah	Silver	ELL Teacher	MA Education	8/14/20	Present
Monique	Sim	Math Teacher	BA Public Health	7/1/19	8/15/22
Jamal	Smith	Science Teacher	MA Secondary Science	8/16/21	10/22/21
Adele	Smith	Science Teacher	MA Secondary Science	8/16/21	Present
Doreen	Smith	Science Teacher	MA Secondary Science	8/16/17	Present
Kennieth	Smith	Science Teacher	MA Secondary Science	12/6/21	Present
Dave	Soles	Science Teacher	MA Educational Psychology	8/16/21	Present
Won	Song	SPED Teacher	BA Secondary Education & English	8/16/21	Present
Fabiola	St Hilaire	Science Teacher	MA in Edducation	8/16/21	10/15/21
Andrew J	Stoffel	Theater Teacher	BA Culture & Politics	8/13/18	Present
Xiaomin	Sun	Chinese Teacher	MBA, Praxis	8/15/16	Present
Celia	Taylor	Special Education Teacher	MEd Special Education	8/16/15	Present
Imani	Thompson	Science Teacher	BS Business Administration	8/14/20	8/15/22
Tanya	Thomson	French Arts Teacher	MA Ed Leadership	8/16/17	8/15/22
George	Townsend	SPED Teacher	BA in Psychology	8/16/21	Present
Robert L	Turner	PE Teacher	BA Physical Education	8/13/18	Present
Oscar	Urizar-Gromsc	SPED Teacher	BA Public Health & Human	1/22/21	8/15/22

	h		Studies		
Juan	Vasquez	Spanish I&S Teacher	BA in Communication Studies	8/14/20	8/15/22
Megan	Ver Duin	English Teacher	BA English/Secondary Education	8/14/19	8/15/22
Monica	Vivar	Spanish Teacher	MA in Spanish	8/14/20	Present
Jennifer Lauren	Washington	SPED Teacher	MA Bilingual Education	12/3/18	9/8/21
Jania	Washington	SPED Teacher	MA Bilingual Education	8/4/21	Present
Kristin	Watkins	English Teacher	MA Education Policy Studies	8/14/20	12/3/21
Louis Eddison	Wilkinson	English Teacher	BA in Anthropology	8/14/20	Present
Genevieve Carole	Wilson	SPED Teacher	M.Ed. Secondary Education	3/16/22	Present
Jingyi	Wu	Chinese Teacher	MA Education	8/14/20	Present
Yinghan	Xue	Chinese Teacher	BA International Cultural Communication	8/14/19	Present
Xiaohang	Yu	Music Teacher	PHd Music	8/17/21	Present
Runsheng	Zhu	Chinese Teacher	MA Education in Curriculum and Instruction	4/6/20	Present

## Instructional Support

First Name	Last Name	Responsibilities	Qualifications	Start Date	End Date
Bianca	Bah	Instructional Aide	Associate of Arts	2/22/21	12/24/21
Danette	Benitez	Instructional Aide	HS Diploma	8/16/21	Present
Dmari L	Bibbs-Walker	Dedicated Aide	HS Diploma	10/26/20	9/8/21
Elizabeth	Castro Perdomo	Instructional Aide	BA Business Administration	3/7/22	Present
Marquia	Dockery	Dedicated Aide	HS Diploma	8/14/19	Present
Brian	Garcia	Instructional Aide	HS Diploma	8/27/19	Present
Carmen	Garcia	Instructional Aide	HS Diploma	8/16/17	Present
Carissa	Hill	Dedicated Aide	BA in Sociology	10/13/20	Present
Angelica	Johnson	Dedicated Aide	HS Diploma	10/18/21	Present
Rodney David	Johnson Jr	Dedicated Aide	HS Diploma	10/26/20	Present
Mauricio	Lopez	Dedicated Aide	HS Diploma	8/15/19	Present
Rosa	Lopez	Dedicated Aide	HS Diploma	10/18/21	Present
Lisgrey	Maldonado	Instructional Aide	HS Diploma	9/16/19	7/31/22

Maria Elsa	Maldonado	Instructional Aide	HS Diploma	12/6/21	Present
Leslie	Medina	Instructional Aide	HS Diploma	11/1/21	Present
Meghan	Monroe	Dedicated Aide	BA English/English Literature	8/14/19	Present
Carlos Roberto	Pineda	Instructional Aide	HS Diploma	9/14/18	Present
Xiomara Elizabeth	Ramirez	Ed Office Assistant	HS Diploma	1/23/19	10/29/21
Kayla	Reyes	Dedicated Aide	HS Diploma	1/18/22	Present
Attalah	Shabazz	Instructional Aide	HS Diploma	9/3/19	Present
Johnathon	Taylor-Wilks	Instructional Aide	HS Diploma	3/11/20	Present
Hope	Toney	Dedicated Aide	HS Diploma	8/27/21	Present
Iris	Ventura	Ed Office Assistant	HS Diploma	8/16/19	Present
Toron	Wallace	Dedicated Aide	HS Diploma	10/19/21	Present
Douglas	White	Instructional Aide	HS Diploma	8/16/15	Present
Ziyu	Yang	Instructional Aide	BA History	11/8/21	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	10/15/21
Christina	Cancelli	HS Asst Principal	BA English & Secondary Ed	8/15/16	2/11/22
Kimberly	Colley	SPED Coordinator	M.Ed Special Education	8/16/15	Present
Shane	Donovan	CP Coordinator	MA Urban Education	8/15/16	Present
Laura	Flanagan	MS Assistant Principal	MA Math Education	8/15/16	Present
Nathan	Garneau	Math Instructional Coach	MA Math Education	8/1/19	Present
Dean Thomas	Harris	Dean of Learning	MA General Ed.	8/1/14	Present
Tomesha	Jackson	Dean of Students	MEd Guidance & Counsel	8/1/21	Present
Jillian	Levine-Sisson	Dir. ACE	MA Education	11/16/17	Present
Denise	Lyons	Chief Operating Officer	BA English	10/15/13	Present
Dana	Mitchell	MS Asst Principal	MA Education, Curriculum & Instruction	8/1/19	8/24/22
Christopher A	Nace	Dir. Student Support	MA Secondary Special Ed	2/25/19	Present

		Services			
Jesse	Nickelson	DP Coordinator	PhD in Ed Leadership	5/1/19	3/1/22
Krishna	Rampersaud	HS Asst Principal	MA Educational Administration	8/15/16	Present
Allison	Sandusky	Dean of Students	BS Science	8/16/14	Present
Mary	Shaffner	Executive Director	MBA	9/1/13	8/31/22
Maya	Stewart	MS Principal	BA English	8/16/15	7/21/22
Jane O'Hagan	Townsend	Dir. Counseling	MA in Social Work	8/13/18	Present
Arlisa H	Williams	Dir. Athletics	MA Education	8/6/18	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	Cuttler	HS Counselor	MA Elementary & Secondary School Counselor PK-12	8/1/19	12/15/21
Rebecca B	Ferrer	Counselor	MA School Counseling	6/16/16	8/1/22
Kevin Ulises	Gonzalez	College & Career Counselor	MA in Education, Higher Education Administration	8/1/20	Present
Jennifer	Gray	Counselor	MA Education	10/28/19	Present
Katherine C	Green	Social Worker	MA Social Work	8/1/19	Present
Jessica	Lee	Counselor	MA in Social Work	8/1/21	Present
Lori	Lincoln	Counselor	MA Business Administration	8/9/21	Present
Carolyn	Prato	Counselor	MA Cousenling	8/1/21	2/25/22
Jacob	Roames	Counselor	MA Social Work	3/7/22	Present
Clarissa C	Wright	504/SPED Coordinator	MA Ed Early Childhood Education	2/24/20	Present
Taylor	Wright	504/SPED Coordinator	MA Ed Early Childhood Education	8/14/20	Present

## Add'l Support Staff

First Name	Last Name	Responsibilities	Qualifications	Start Date	End Date
Hipolita	Alarcon Campos	Cafe Administrator	HS Diploma	8/16/21	8/12/22

Carlos	Alfaro	IT Associate	BA Political Science	2/20/18	Present
Jahrika	Allen	IT Associate	BS Computer Science	8/2/21	Present
Gisselle	Argueta	Office Administrator	HS Diploma	8/16/21	Present
Eimy	Arias	Talent Associate	HS Diploma	5/13/19	8/27/21
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 Andres	Barquero	Behavior Specialist	HS Diploma	10/1/18	Present
Diana	Batres	Office Administrator	HS Diploma	9/7/21	12/14/21
Bethany Alyssa	Bayingana	Systems & Operational Data Coordinator	MA in Educational Technology	8/13/18	6/15/22
Yusuf	Benmira	Assistant Athletic Director	BA International Relations & Finance	8/5/21	Present
Ward	Biggs	Behavior Specialist	BA Science/Sports Administration	1/10/22	Present
Angelica	Blanco Gomez	School Custodian	HS Diploma	2/24/20	Present
Andrea	Contreras	Office Manager	BA Political Science	8/8/16	8/20/21
Maria Jose	Cortes Vallejo	Business Manager	Associate's Early Childhood Education	3/1/22	Present
Jasmine	Diaz	Accounts Coordinator	BA English Literature	8/2/21	Present
Nora	Escobar	Cafe Administrator	HS Diploma	8/28/17	Present
Deisy	Escobar Ventura	School Custodian	HS Diploma	9/24/21	Present
Rosa	Flores	School Custodian	HS Diploma	2/24/20	9/30/21
Rebeca	Flores-Jimenez	Office Administrator	BA Psychology	8/2/21	Present
Lauren	Games	Communications Manager	MA International Studies	8/16/15	Present
Irma	Guevara de Martinez	School Custodian	HS Diploma	2/1/22	Present
Erika E	Guevara-Machado	Front Office Manager	BS Criminal Justice	6/11/18	Present
Ana	Guzman	Cafe Administrator	HS Diploma	9/12/17	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	7/21/14	Present
Jacob	Laden-Guindon	Experiential Learning Coordinator	Other - Linguistics	9/1/21	Present
Francisca	Lenis	School Custodian	HS Diploma	9/24/21	9/29/21
Cody	Long	Grants & Development Manager	BA Religion	11/15/20	Present
Pedro J	Luna Valencia	Family Engagement Coordinator	HS Diploma	11/12/19	Present
Dorca	Magana	School Custodian	HS Diploma	11/8/21	1/28/22
Dina	Martinez Salmeron	School Custodian	HS Diploma	10/12/21	Present
Antonio	Mazariegos	School Custodian	HS Diploma	8/23/21	Present
Candida	Mejia Velasquez	School Custodian	HS Diploma	2/24/20	Present
Juan	Melendez II	School Custodian	HS Diploma	2/24/20	10/29/21
Jessica	Merino	Office Administrator	HS Diploma	1/4/22	Present
Lucia	Molina	School Custodian	HS Diploma	2/24/20	11/16/21
Carlos	Navas	Facilities Manager	BS Psychology	6/19/17	Present
Sabrina	Nunez	Office Administrator	HS Diploma	8/16/19	6/10/22
Michele	Onwochei	Speech Therapist	MA Speech Language Pathology	8/16/17	Present
Jose	Paiz Campos	School Custodian	HS Diploma	2/24/20	Present
Javier	Polo Diaz	Dedicated Aide	HS Diploma	1/4/22	Present
Alba	Quintero	School Custodian	HS Diploma	2/24/20	Present
Karim	Salaman Sanchez	HR Coordinator	JD Law	8/16/21	Present
Rosa Melida	Salgado Saravia	Talent Associate	BA Business Administration	11/17/21	Present
Wendy Elizabeth	Salvador	Administrative Assistant	HS Diploma	4/25/22	Present
Adan	Sanchez	Facilities Assistant	HS Diploma	8/1/19	Present
Genesis	Sanchez	Facilities Assistant	HS Diploma	9/24/21	Present
Karidia	Sanou	School Custodian	HS Diploma	10/12/21	Present
Justin Clarence	Seimah	Dedicated Aide	HS Diploma	11/16/21	Present

Mary	Thomas	Librarian	MA Teaching	3/5/18	Present
Carrie	Willingham	Occupational Therapist	MA Occupational Therapy	8/16/21	Present
Donna	Zelaya	Office Administrator	BA Psychology	1/4/21	Present

## Board Roster

Name	DC Resident	Parent	Role	Appointment Date	Expiration of Term or Date Resigned
Dahlia Aguilar	Y	Y	Trustee	1/2022	12/2024
David Carl	Y	Y	Vice Chair	11/2014	10/2023
Leroy Clay	Y	N	Treasurer	10/2017	9/2023
Yuanxia Ding	Y	N	Trustee	01/2016	08/2022
Joan Dunlop	Y	Y	Trustee	03/2022	02/2025
Jamila Frone	Y	Y	Trustee	6/2016	5/2022
Andrea Lachenmayr	Y	Y	Board Chair	6/2016	8/2022
Elani Lawrence	Y	Y	Trustee	3/2021	2/2023
Alexandra Pardo	Y	Y	Trustee	3/2021	2/2023
Clinton Randolph	N	N	Trustee	12/2014	10/2023
Shalini Shybut	Y	N	Trustee	12/2019	11/2024
Sarah Snyder	Y	N	Secretary	11/2015	10/2023
Deanna Troust	Y	Y	Trustee	6/2016	5/2022
Anna Zawislanski	Y	Y	Trustee	2/2020	1/2023

# ACCESS Test Scores

## Grade 12 ACCESS Scores SY 2021-2022

**Note:** Below are our ACCESS Scores by grade for SY2021-2022. Students did not take the ACCESS tests during SY2020-21 due to the Covid Pandemic. 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 — 2022

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	0	0%	1	9%	0	0%	0	0%	0	0%	0	0%
<b>2 – Emerging</b> Knows and uses some social English and general academic language with visual and graphic support	0	0%	3	27%	2	18%	1	9%	1	9%	1	9%	1	9%	1	9%
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support	4	36%	5	45%	2	18%	6	55%	5	45%	6	55%	2	18%	5	45%
<b>4 – Expanding</b> Knows and uses social English and some technical academic language	0	0%	3	27%	4	36%	3	27%	3	27%	4	36%	3	27%	5	45%
<b>5 – Bridging</b> Knows and uses social and academic language working with grade level material	4	36%	0	0%	2	18%	0	0%	1	9%	0	0%	4	36%	0	0%
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test	3	27%	0	0%	1	9%	0	0%	1	9%	0	0%	1	9%	0	0%
<b>Highest Score</b>	516		443		495		441									
<b>Lowest Score</b>	382		302		366		282									
<b>Total Tested</b>	11															

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

## Grade 11 ACCESS Scores SY 2021-2022



**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 — 2022

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	2	14%	1	7%	0	0%	0	0%	0	0%	1	7%	0	0%
<b>2 – Emerging</b> Knows and uses some social English and general academic language with visual and graphic support	0	0%	2	14%	2	14%	1	7%	2	14%	4	29%	2	14%	3	21%
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support	4	29%	7	50%	4	29%	9	64%	5	36%	5	36%	3	21%	5	36%
<b>4 – Expanding</b> Knows and uses social English and some technical academic language	3	21%	3	21%	2	14%	4	29%	4	29%	4	29%	1	7%	6	43%
<b>5 – Bridging</b> Knows and uses social and academic language working with grade level material	1	7%	0	0%	2	14%	0	0%	3	21%	1	7%	3	21%	0	0%
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test	6	43%	0	0%	3	21%	0	0%	0	0%	0	0%	4	29%	0	0%
<b>Highest Score</b>	502		417		452		414									
<b>Lowest Score</b>	373		275		327		318									
<b>Total Tested</b>	14															

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

## Grade 10 ACCESS Scores SY 2021-2022



**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 — 2022

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	0	0%	1	9%	0	0%	0	0%	0	0%	0	0%
<b>2 – Emerging</b> Knows and uses some social English and general academic language with visual and graphic support	0	0%	4	36%	3	27%	1	9%	0	0%	3	27%	1	9%	2	18%
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support	2	18%	5	45%	2	18%	4	36%	5	45%	2	18%	2	18%	3	27%
<b>4 – Expanding</b> Knows and uses social English and some technical academic language	2	18%	2	18%	1	9%	5	45%	5	45%	5	45%	2	18%	5	45%
<b>5 – Bridging</b> Knows and uses social and academic language working with grade level material	3	27%	0	0%	1	9%	0	0%	1	9%	0	0%	3	27%	1	9%
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test	4	36%	0	0%	4	36%	0	0%	0	0%	1	9%	3	27%	0	0%
<b>Highest Score</b>	474		430		477		427									
<b>Lowest Score</b>	369		314		345		290									
<b>Total Tested</b>	11															

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

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## Grade 9 ACCESS Scores SY 2021-2022



**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 — 2022

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	6	19%	3	10%	1	3%	1	3%	2	6%	0	0%	0	0%
<b>2 – Emerging</b> Knows and uses some social English and general academic language with visual and graphic support	1	3%	6	19%	5	16%	3	10%	5	16%	4	13%	6	19%	3	10%
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support	6	19%	9	29%	10	32%	17	55%	9	29%	15	48%	9	29%	18	58%
<b>4 – Expanding</b> Knows and uses social English and some technical academic language	10	32%	9	29%	1	3%	10	32%	11	35%	6	19%	3	10%	7	23%
<b>5 – Bridging</b> Knows and uses social and academic language working with grade level material	4	13%	1	3%	5	16%	0	0%	3	10%	3	10%	7	23%	1	3%
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test	10	32%	0	0%	7	23%	0	0%	2	6%	1	3%	6	19%	2	6%
<b>Highest Score</b>	530		443		477		427									
<b>Lowest Score</b>	344		172		321		287									
<b>Total Tested</b>	31															

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

## Grade 8 ACCESS Scores SY 2021-2022



**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 — 2022

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	4	9%	7	16%	2	5%	0	0%	2	5%	1	2%	1	2%
<b>2 – Emerging</b> Knows and uses some social English and general academic language with visual and graphic support	0	0%	5	12%	15	35%	2	5%	3	7%	7	16%	6	14%	4	9%
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support	8	19%	20	47%	9	21%	30	70%	10	23%	22	51%	12	28%	24	56%
<b>4 – Expanding</b> Knows and uses social English and some technical academic language	2	5%	12	28%	2	5%	8	19%	20	47%	10	23%	11	26%	10	23%
<b>5 – Bridging</b> Knows and uses social and academic language working with grade level material	16	37%	0	0%	8	19%	0	0%	5	12%	1	2%	6	14%	3	7%
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test	17	40%	1	2%	2	5%	0	0%	4	9%	0	0%	7	16%	0	0%
<b>Highest Score</b>	521		463		432		421									
<b>Lowest Score</b>	351		205		300		248									
<b>Total Tested</b>	43															

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

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## Grade 7 ACCESS Scores SY 2021-2022



**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 — 2022

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	9	19%	2	4%	0	0%	1	2%	0	0%	0	0%
<b>2 – Emerging</b> Knows and uses some social English and general academic language with visual and graphic support	1	2%	13	28%	21	45%	7	15%	4	9%	13	28%	13	28%	8	17%
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support	8	17%	16	34%	10	21%	34	72%	16	34%	28	60%	16	34%	27	57%
<b>4 – Expanding</b> Knows and uses social English and some technical academic language	9	19%	17	36%	3	6%	3	6%	17	36%	3	6%	9	19%	10	21%
<b>5 – Bridging</b> Knows and uses social and academic language working with grade level material	10	21%	0	0%	3	6%	0	0%	6	13%	1	2%	7	15%	0	0%
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test	19	40%	0	0%	1	2%	0	0%	3	6%	0	0%	2	4%	1	2%
<b>Highest Score</b>	493		414		449		394									
<b>Lowest Score</b>	317		279		300		239									
<b>Total Tested</b>	47															

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

145020-000002-13022



## Grade 6 ACCESS Scores SY 2021-2022



**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 — 2022

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	1	2%	2	4%	8	17%	2	4%	1	2%	2	4%	1	2%	1	2%
<b>2 – Emerging</b> Knows and uses some social English and general academic language with visual and graphic support	0	0%	6	13%	10	21%	6	13%	1	2%	11	23%	5	10%	6	13%
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support	2	4%	12	25%	14	29%	30	63%	7	15%	22	46%	13	27%	19	40%
<b>4 – Expanding</b> Knows and uses social English and some technical academic language	5	10%	26	54%	1	2%	9	19%	19	40%	12	25%	6	13%	17	35%
<b>5 – Bridging</b> Knows and uses social and academic language working with grade level material	3	6%	1	2%	7	15%	0	0%	15	31%	0	0%	10	21%	4	8%
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test	37	77%	0	0%	7	15%	0	0%	4	8%	0	0%	12	25%	0	0%
<b>Highest Score</b>	507		438		449		379									
<b>Lowest Score</b>	281		212		300		188									
<b>Total Tested</b>	48															

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

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## At Risk Funding Spending

The District of Columbia International School received \$984,616 in At-Risk Funding for SY 2021-2022. 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, including sports, with no cost to the family, as well as additional days at an extremely discounted rate.
- **Educational Support:** DCI hires a number of Educational Aides, Discipline Specialists, and Fellows to support our students. We increased the number of support staff throughout SY21-22 to accommodate for the additional needs of students during COVID. These staff members often spend time especially with our At-Risk students including supporting clubs at lunch for these students and in the classroom providing additional support.

# Unaudited Year End 2021-2022 Financial Statement

District of Columbia International School

## Unaudited FY 2022 YTD Income Statement

	June 2022	
	YTD Actuals	
<b>Revenue</b>		
State and Local Revenue	\$	34,218,937
Federal Revenue	\$	4,003,804
Private Grants	\$	57,804
Earned Fees	\$	(56,008)
<b>Total Revenue</b>	<b>\$</b>	<b>38,224,537</b>
<b>Operating Expense</b>		
Personnel Salaries and Benefits	\$	22,115,131
Rent	\$	148,762
Occupancy Service	\$	1,886,912
Direct Student Expense	\$	1,935,607
Office & Business Expense	\$	2,216,985
<b>Total Operating Expense</b>	<b>\$</b>	<b>28,303,396</b>
<b>Net Operating Income</b>	<b>\$</b>	<b>9,921,141</b>
Interest	\$	2,282,388
Depreciation & Amortization	\$	2,435,351
<b>Total Expenses</b>	<b>\$</b>	<b>33,021,135</b>
<b>Net Income</b>	<b>\$</b>	<b>5,203,402</b>

# Approved 2022-2023 Budget

FY 2023 BUDGET

## DC International School

	Forecast SY23
Days cash on hand	319
Total student enrollment	1,579
Total # of staff	282
Total # of teachers	136
<b>Revenue</b>	
State and Local Revenue	\$ 36,261,214
Federal Revenue	\$ 3,677,835
Private Grants	\$ -
Earned Fees	\$ 547,676
Donated Revenue	\$ -
<b>Total Revenue</b>	<b>\$ 40,486,726</b>
<b>Operating Expense</b>	
Salaries	\$ 21,347,848
Benefits and Taxes	\$ 5,288,117
Contracted Staff	\$ 340,898
Staff-Related Costs	\$ 303,504
Rent	\$ 155,867
Occupancy Service	\$ 1,798,827
Direct Student Expense	\$ 1,529,606
Office & Business Expense	\$ 1,515,944
Donated Expense	\$ -
Contingency	\$ 809,735
<b>Total Operating Expense</b>	<b>\$ 33,090,345</b>
<b>Net Operating Income</b>	<b>\$ 7,396,380</b>
<b>Operating Margin</b>	<b>18.27%</b>
Interest	\$ 2,480,250
Depreciation & Amort.	\$ 2,693,985
<b>Total Expenses</b>	<b>\$ 38,264,580</b>
<b>Net Income</b>	<b>\$ 2,222,146</b>
<b>Net Income Margin</b>	<b>5.5%</b>
<b>Debt Service Coverage Ratio</b>	<b>2.32</b>