



OFFICE OF THE
STUDENT
ADVOCATE

OFFICE OF THE STUDENT ADVOCATE
2020 ANNUAL REPORT

EXECUTIVE SUMMARY

During School Year (SY) 2019-20, The Office of the Student Advocate expanded our scope of resources and supports to all education stakeholders across the District of Columbia.

We prioritized our role as connectors and collaborators to amplify the voices of students and families in the DC education landscape. As a result, we were able to accomplish the following tasks during SY 2019-20:

- ✓ Received 401 unduplicated requests for assistance, via our live answered hotline, addressing education-related questions and providing resources, referrals, and one-on-one coaching on all public education issues.
- ✓ Distributed more than 4,850 resources in English, Spanish, and Amharic across every ward in the District.
- ✓ Engaged with more than 3,000 education stakeholders through outreach and engagement, beyond our RFA line. We focused on students, families, service providers, and government agencies, and participate in more than 100 in-person and virtual meetings and events citywide.
- ✓ Engaged with more than 1,250 students, families, and stakeholders virtually in compliance with social distancing orders.
- ✓ Developed a social media-based resource dedicated to discussing topics related to mental health and student success. Weekly sessions were hosted on our social media pages and viewed by more than 500 listeners.
- ✓ Collaborated with Decoding Dyslexia DC to produce a handbook for parents and schools seeking local and national resources regarding Dyslexia.
- ✓ Expanded the ward-based Safe Passage/ Student Safety Working Group sessions to bring education, health and safety, and community leaders together to create solutions for students and families facing safety barriers getting to and from schools in Ward 7 & 8.
- ✓ Grew the "Safe Spot" initiative in collaboration with the Office of the Deputy Mayor for Education to more than 40 safe spots in Wards 7 and 8.
- ✓ Launched our My Teacher DC webpage. This resource provides information and questions for families to consider during the school selection process.
- ✓ Launched our Race, Equity, and Inclusion (REI) Toolkit to provide school communities with a framework to create and sustain race, equity, and inclusion meetings and trainings within schools.
- ✓ Revamped our Parent & Family Go-To Guide with additional information for Mental Health, Bullying, Military/Service Families and Homeless Students. Also, the guide was made available in print in Spanish and Amharic.

We are grateful for the opportunity to continue serving families, and we welcome your partnership in making it all possible.

TABLE OF CONTENTS

i. Executive Summary	i
ii. Letter from the Chief Student Advocate	iii
I. Landscape and Our Role	3-4
A. Staff	3
B. What We Do	3-4
II. Core Principles	5-6
A. Achieving Equity Through Family Engagement & Partnership: Voice, Access, Power	
III. How Our Office Serves Families and Communities	7-8
A. Request for Assistance	7
B. Online Education & Community Resource Guide	7
C. Information & Advocacy Resources and Tools	8
D. Trainings & Events	8
IV. SY 2018-19 Data, Trends, & Analysis - Looking into and Beyond the Numbers	9-26
V. Evidence of Our Work	27-35
Supporting Students and Families	28
Dyslexia, Mental Health	28
Safe Passage	29-33
Race, Equity, and Inclusion	34
COVID-19	35
VI. Recommendations	36-39
VII. Stakeholder & Community Partners	40
VIII. References	41

LETTER FROM THE CHIEF STUDENT ADVOCATE

October 2020

To: District of Columbia State Board of Education

It is with excitement that I present to you the SY 2019-20 Annual Report for the Office of the Student Advocate.

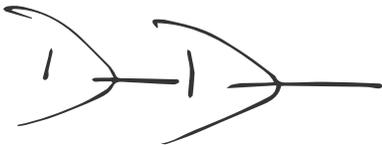
This past year we all, as individuals and as a whole community, experienced an uncomfortable level of challenge and change. Norms, practices, and policies went out the window as COVID-19 reshaped our daily lives and our collective tolerance for injustice wore out. The losses of Ahmaud Aubrey, Breonna Taylor, George Floyd and many others requires us to not only focus on the deficits our institutions perpetuate; but honor them by challenging our beliefs and rebuilding our systems on a foundation of justice.

As we recover and move forward with new standards for public health and safety, we must embrace new solutions for public education guided by the voice of students and families. Our office continues to focus on reinforcing the power families and communities possess by pushing to recenter decision making as a partnership between families and schools.

We supported initiatives that were inclusive of our whole school communities; celebrating students, family leaders, school leaders and fellow community members as partners and champions. We supported initiatives that were inclusive of our whole school communities, with students, family leaders, school leaders, and fellow community members as partners and champions.

In the coming year, our work will continue to be bold and will seek out students and families whose voice have yet to be heard and supported. We embrace the words of John Lewis and hope to "Get in good trouble, necessary trouble..."

Thank you for your commitment to this work. We look forward to continuing to find ways to work closely with the Board to support the needs of students and families.

A handwritten signature in black ink, appearing to read 'Dan Davis', with a stylized flourish at the end.

Dan Davis
Chief Student Advocate



SECTION I

LANDSCAPE & OUR ROLE

STAFF

Dan Davis, Chief Student Advocate
Phillip Copeland, Student Advocate
Renatta Landrau, Program Associate

2019-2020 Fellows

Gabrielle Higgins, J.D. – Legislative Policy Fellow
Sharlie Goodson, M.Ed. – Student Advocate Fellow
Michaela Cleveland – Student Advocate Fellow
Jasmine Alarcon – Summer Mikva Fellow
Alexa Nicole – Summer Mikva Fellow

WHAT WE DO

With more than 225 schools supported by no less than 65 local education agencies (LEAs), and more than a handful of Offices, Agencies, Boards and Council providing governance and oversight to our dual sector system of public education: families need advocates¹. Since the opening of our office, we have strived to overcome those barriers by partnering with families to keep them informed, connected, and supported in their pursuit of a high quality education for their student. The Office of the Student Advocate is an independent office, housed in the District of Columbia State Board of Education, that provides guidance and resource supports to assist families in navigating the complex system of public education in the District of Columbia.

The work of our office focuses on strengthening student, family and community voice in public education and supporting the needs of families in seven distinct ways:

FIRST: by providing outreach to students, parents and guardians regarding public education in District of Columbia;

SECOND: by supporting the education and achievement of all public school students and their families in interactions with school personnel through support and advocacy;

THIRD: by assisting in the facilitation of the school enrollment process for current students and prospective families;

FOURTH: by operating a public education hotline to answer questions and provide information regarding relevant public education resources and agency/ organizational referrals;

FIFTH: by offering support to families prior to the mediation process and conflict resolution proceedings held by the Office of the Ombudsman for Public Education;

SIXTH: by tracking trends and inquiries presented to the office and their referral or resolution;

And SEVENTH: by recommending policy changes, staff trainings, and strategies to improve the efficient and equitable delivery of public education services.



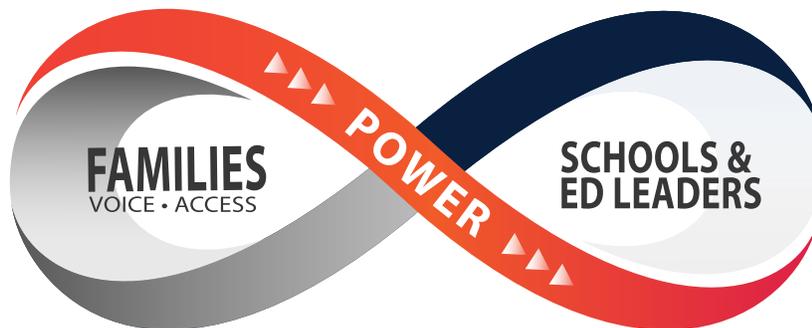
SECTION II

CORE PRINCIPALS

Achieving Equity Through Family Engagement & Partnership: Voice, Access, Power

As a city, we have vocalized and taken steps towards equity in public education; but our good intentions are still short of ensuring every student is thriving. In our office, we have embraced equity by committing to support meaningful student & family engagement. In our current socially distant learning environment student and family engagement is critical to all academic progress. Our focus on family engagement is rooted in the belief that families, students, and community members are powerful. The stoppage of in-person instruction and the challenges/successes of distant learning demonstrates how much power students and families wield dormant. When students and families partner with teachers, school leaders and other decision-makers, they produce growth, success, and positive change.

All students and families in the District should be embraced as learning partners by their school. Education and school leaders must see value in recognizing families as the ultimate source of knowledge regarding the needs of their children irrespective of housing status, community, citizenship, language, or income. We know that families, when empowered as leaders, are essential in education policy and practice decisions. Their lived experiences and commitment to the success of their children, other children, and their community are irreplaceable and essential to solutions for our shared challenges.



The sharing of power between schools, families, and communities must be relational.² The framework we embrace recognizes the roles of families, schools, communities, and other stakeholders. We believe that now more than ever, it is imperative that families and schools are able to effectively communicate with each other in order to ensure equity.²



SECTION III

HOW OUR OFFICE SERVES FAMILIES AND COMMUNITIES



REQUEST FOR ASSISTANCE

The Office of the Student Advocate operates a public education hotline, or the Request for Assistance (RFA) line, which is answered live Monday through Friday from 9 a.m. until 5 p.m. The RFA line supports our ability to work directly with students, parents, families, and community members to answer public education related questions and inquiries. We consider our RFA line to be a “311 system” for public education through which we provide relevant resources, information, and appropriate agency or organization referrals to meet the specific needs of the caller. In addition to resources and referrals, the RFA line allows our office to provide one-on-one coaching to families on a variety of public education issues.

ONLINE EDUCATION & COMMUNITY RESOURCE GUIDE

One statutory provision for our office is the creation and operation of Public Education Resource Centers (PERCs) to advise students, parents, and families on all matters regarding public education. Our Education & Community Resource Guide serves as a way for our small staff to fill the void of multiple ward-based centralized public education information and resource centers. The online Education & Community Resource Guide is the first publicly available citywide initiative of its kind and is a continuously evolving resource that currently highlights more than 400 resource listings, organized into more than 20 categories. This resource guide provides students, parents, families, and communities across all eight wards with a roadmap to getting started in navigating the public education landscape in DC. This guide aims to highlight organizations and government agencies in the sphere of public education that provide critical services to residents across DC. This guide not only assists our office in fulfilling our mission, but also provides access to a wealth of resources, agencies, and organizations that directly impact education and educational attainment. Along with providing information, this guide serves to acknowledge the work that is already being done by government agencies, offices, and community-based organizations while connecting families to those vital resources in one centralized location.

INFORMATION & ADVOCACY RESOURCES AND TOOLS

In an effort to streamline information that helps parents better understand the public education system, policies, and procedures; we have developed various resource supports available on our website, accessible 24 hours a day, seven days a week. Our online resources include:

- Advocacy & Lobbying Toolkit
- Attendance & Truancy Resources
- Behavioral & Mental Health Resources
- Bullying Resource
- Effective Communication Toolkit
- Enrollment Resources
- Dyslexia Guidebook for Parents
- High School Graduation Requirements & Information
- Homeless Children and Youth Resources
- Parent Leadership Toolkit: Parent Organization Resources
- Race, Equity, and Inclusion Toolkit
- Right to Know Ask Sheets · Safe Passage
- Special Education & Other School Supports
- Student Discipline
- Student Leadership Information & Resources
- Teacher Representation
- Testing & Assessments Resources
- DC Public Education Governance Structure

TRAININGS AND EVENTS

The information gleaned from our RFAs and community outreach allows us to further develop additional resources and trainings to better support families around specific topic areas. We use our trainings as a forum to provide families with access to information on relevant topics; as an opportunity to share tools and skills for effective advocacy; to foster partnerships and collaborative efforts with schools, District agencies, and community-based organizations who work with families; and to bring resources directly to families and communities. Through these efforts, our office is able to promote equitable outcomes by eliminating the barriers to information and entry that families often face.

Our trainings include:

- Student Support Mental Health Series
- Know Your Rights: Special Education Series
- Safe Passage Community Building Workshops
- Citywide Bullying Conversations
- Parent Advocacy: Budget & Governance Trainings



SECTION IV

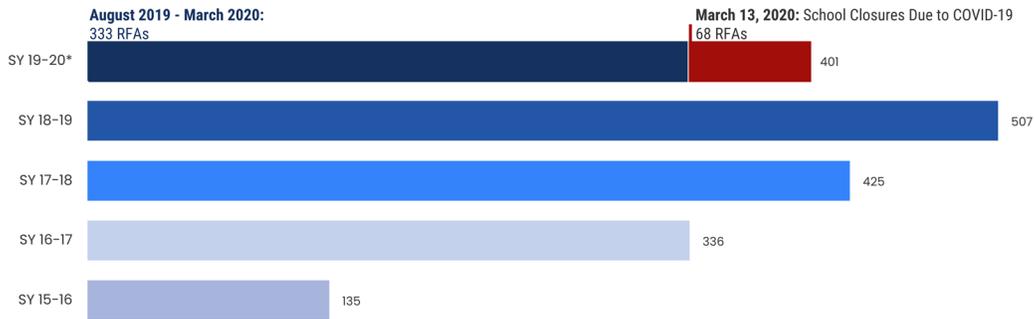
SY 2019-20 DATA, TRENDS, & ANALYSIS - LOOKING INTO AND BEYOND THE NUMBERS

OVERVIEW

Requests for Assistance: A Five Year Comparison

Data collection is a critical facet of our work. Our office’s ability to meet the needs of families relies on the assessment of the state of public education gathered from our interactions with education stakeholders. Our RFA hotline is not only a resource for families in need of assistance, but also a great tool for assessing the needs of families that we serve. We are able to analyze data across 13 broad educational (primary) topic areas and 19 specific educational concerns (secondary) subtopic areas with correlated data on student and families race, ethnicity, grade, residency, ward and school type. This information guides the work our office is able to do.

Requests for Assistance: A Five Year Comparison



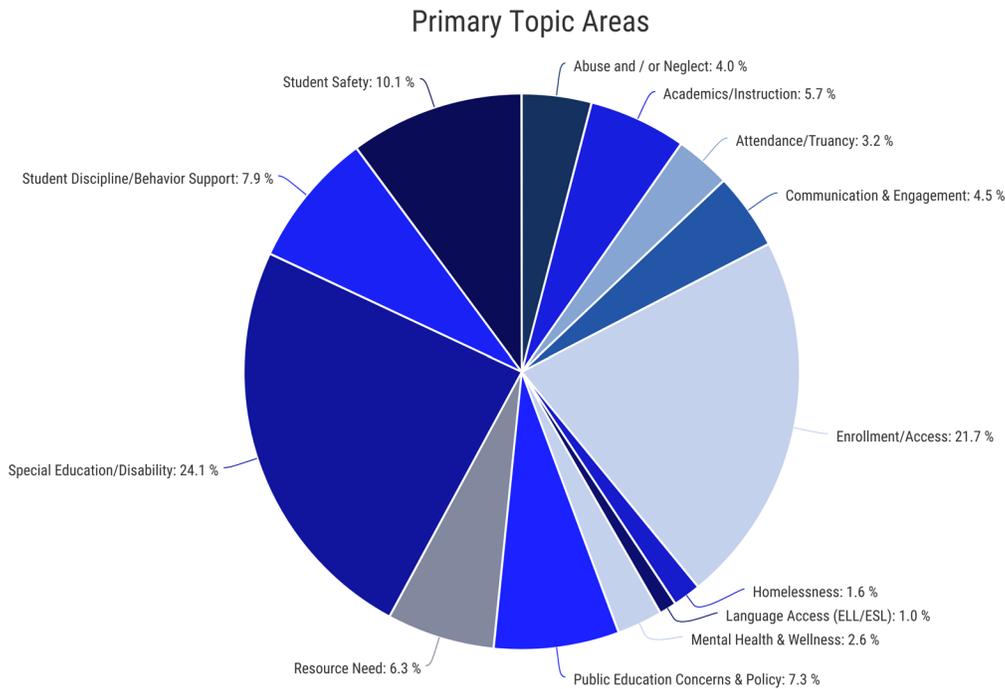
**Prior to the current public health crisis, we were outpacing our requests for assistance from SY18-19. Since stay-at-home orders were given, we saw an initial decline in families reaching out for educational support as families struggled with supporting their basic needs, from getting food to finding childcare, from orienting to new social distancing norms to obtaining personal protective equipment (PPE).*

Prior to the current public health crisis, we were outpacing our requests for assistance from SY18-19 with more than 300 RFAs. Since stay-at-home orders were given, we saw an initial decline in families reaching out for educational support as families struggled with supporting their basic needs, from getting food and finding childcare, to implementing social distancing norms and obtaining personal protective equipment (PPE). Our office received 68 RFAs from when school closed due to COVID-19 on March 13, 2020.

RFA ANALYSIS AND BREAKDOWN

SY 2019-20 by RFA Topic

Two of the top issue areas for parents and families in SY 2019-20 were special education and enrollment/access. These two issues have trended high consistently since our office opened in 2015. Enrollment/access captures questions and concerns ranging from school choice and the lottery process to revoking invitations to enrolling and age limit cutoffs. We also saw an increase in calls related to special education services. Parents reached out to our office looking for special education support as it related to IEPs, 504 plans, initiating the evaluation process, and change of placement notifications.



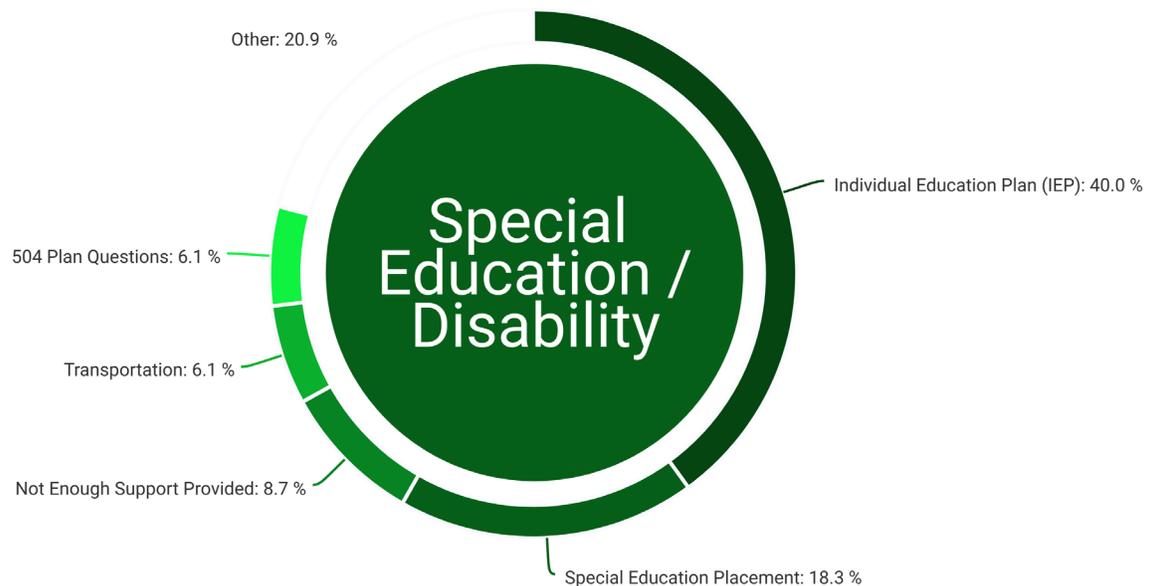
Other RFA topic areas that trended high in SY 2019-20 were Student Discipline/Behavior Support 8 percent, Public Education Concerns & Policy 7 percent, and Resource Needs 6 percent of total RFAs. Resource needs refers to specific resources or information that students or families need. Our office has been able to connect these families to organizational partners or schools that have access to those resources. These resources range from transcripts, to enrollment paperwork, to even technology needed for virtual learning. Student safety refers to issues and questions around safe passage to-and-from school, assault, and facilities maintenance. While the two categories denote different areas of need, both categories heavily impact a school's climate and culture and ultimately student learning outcomes. These results continue to shape the areas of focus for our office.

SY 2019-20 Secondary Topic Areas

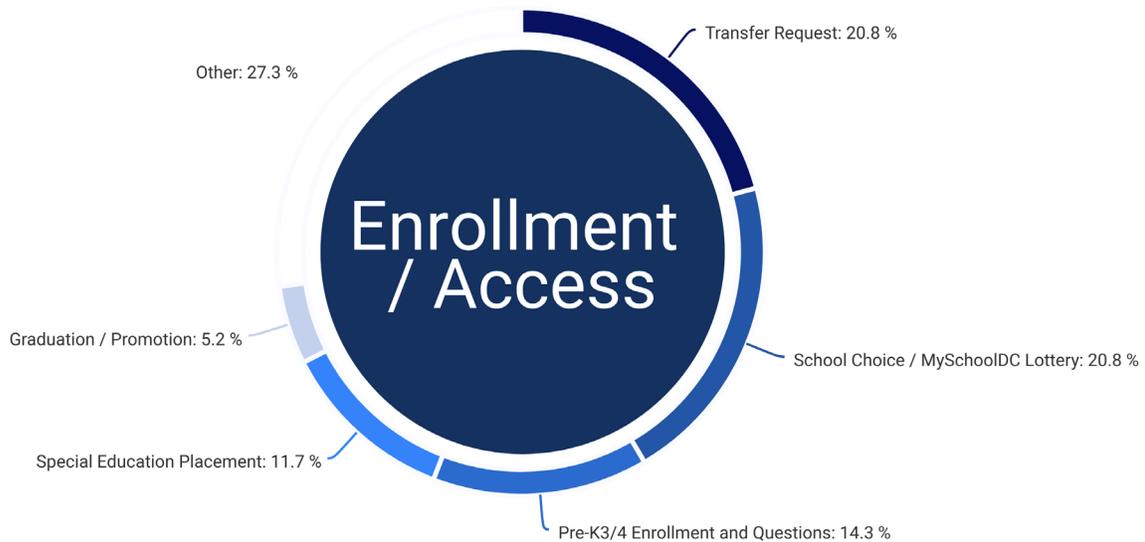
In SY 2019-20, we were able to use secondary topic areas for more specificity when assisting parents and families. Secondary topic areas are correlated to our primary topic areas.

For example, the primary topic area “Special Education” is related to the following secondary topic areas: IEPs, special education placement, transportation, bullying, and graduation/promotion.

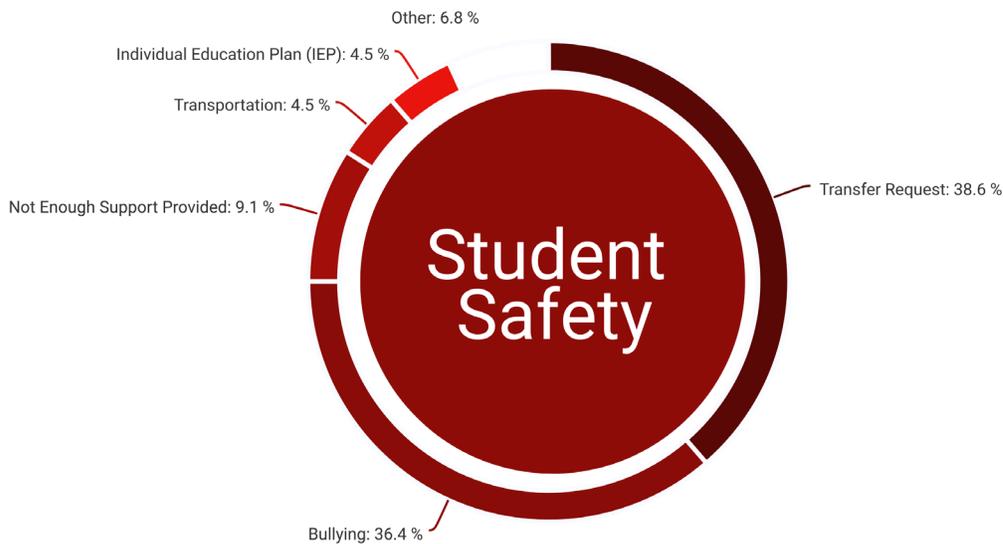
About 24 percent of calls on the RFA line related to “Special Education / Disability.” Of those calls, the top three areas of concern related to Individual Education Plans (IEPs), Special Education Placement, and Not Enough Support Provided.



Nearly 22 percent of calls on the RFA line related to “Enrollment / Access.” Of those calls, the top three areas of concern related to Transfer Requests, School Choice/MySchoolDC Lottery, and Pre-K3/4 Enrollment & Questions.

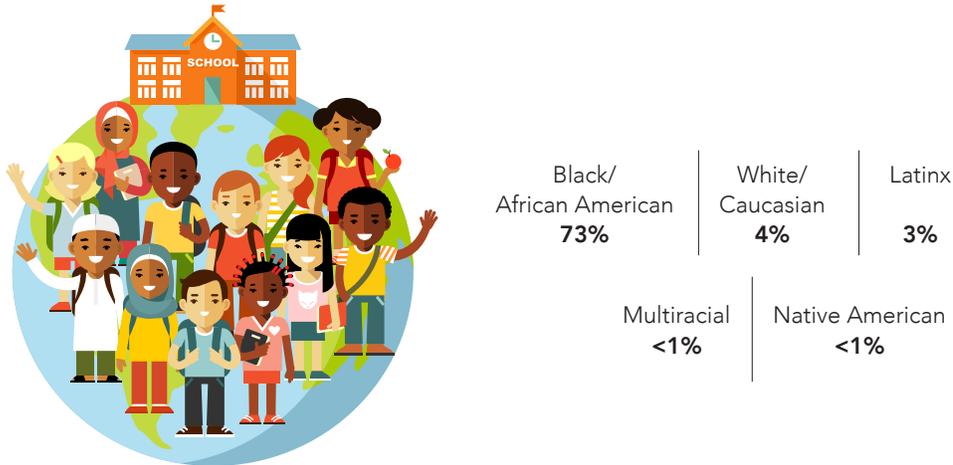


Approximately 10 percent of calls on the RFA line related to “Student Safety.” Of those calls, the top three areas of concern related to Transfer Requests, Bullying, and Not Enough Support Provided.

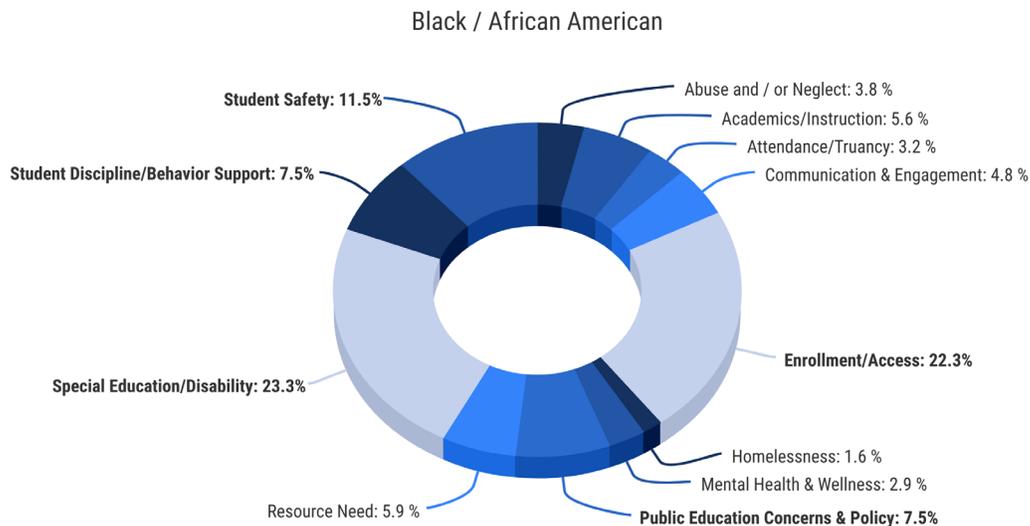


SY 2019-20 RFAs by Race / Ethnicity

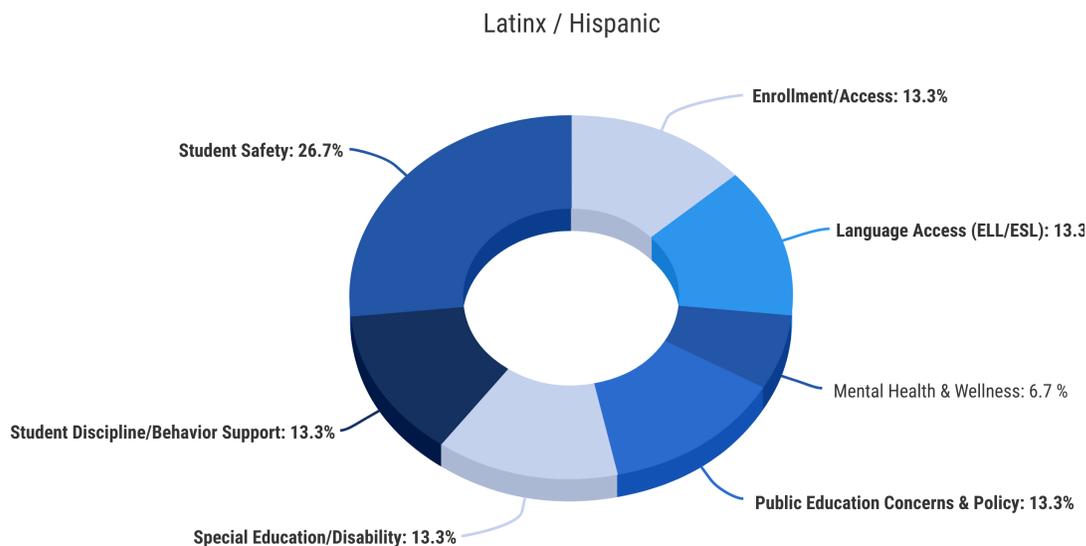
We included a race identity question for those requesting assistance in order to be intentional about our data collection. As we work to support equity, we need to assess how race relates to public education issues and concerns. If we are to be honest and transparent about which families in the District need targeted supports and resources regarding public education, we have to consider racial identity when pushing for equitable outcomes for all students.



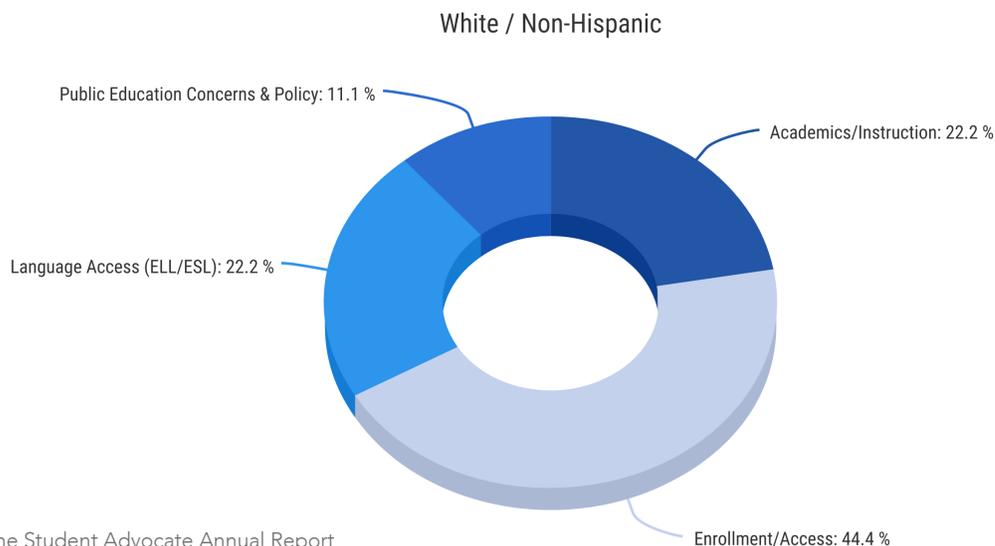
The top five primary concerns we received from families that self-identified as Black or African-American were related to Special Education/Disability, Enrollment/Access, Student Safety, Student Discipline/Behavior Support, and Public Education Concerns & Policy. The top three secondary/detailed concerns were Individual Education Plan (IEP) 17 percent, Transfer Request 11 percent, and Not Enough Support Provided 11 percent.



The top primary concern for families that self-identified as Latinx or Hispanic was related to Student Safety. We received the calls equally regarding Enrollment/Access, Special Education/Disability, Student Discipline/Behavior Support, Public Education Concerns & Policy, and Language Access (ELL/ESL). The top secondary/detailed concern was related to Bullying 33 percent.

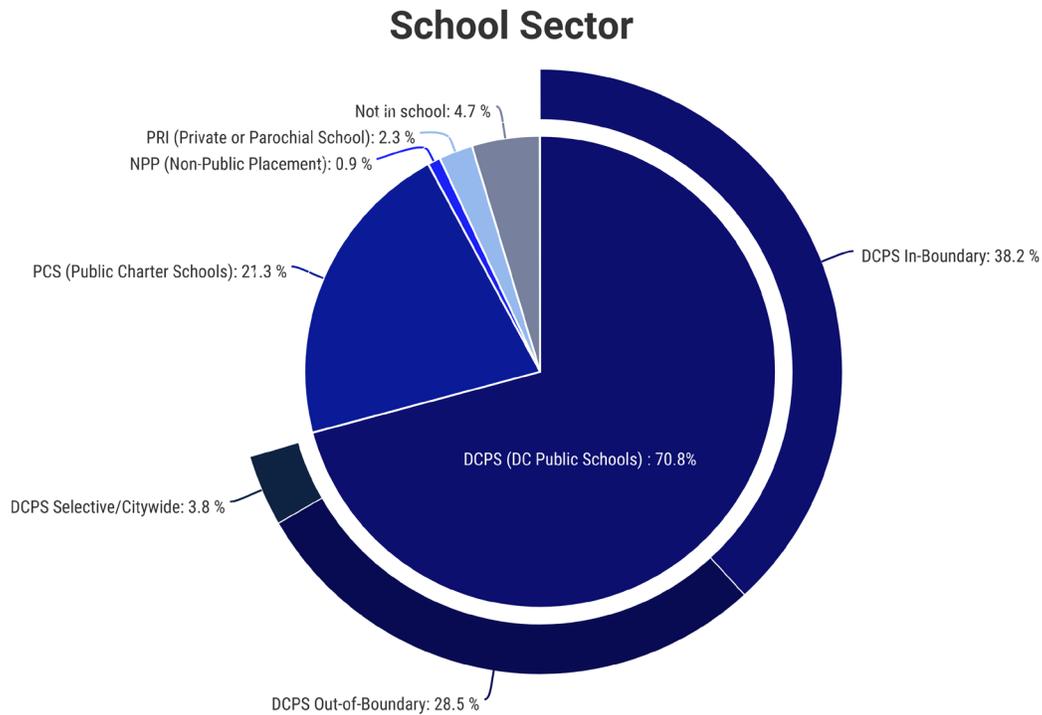


The top primary concern we received from families that self-identified as White or Non-Hispanic was related to Enrollment/Access. The top four secondary/detailed concerns were School Choice / MySchoolDC Lottery 22 percent, PK3/4 Enrollment 22 percent, Not Enough Support Provided, 22 percent, and Individual Education Plan (IEP) 22 percent.



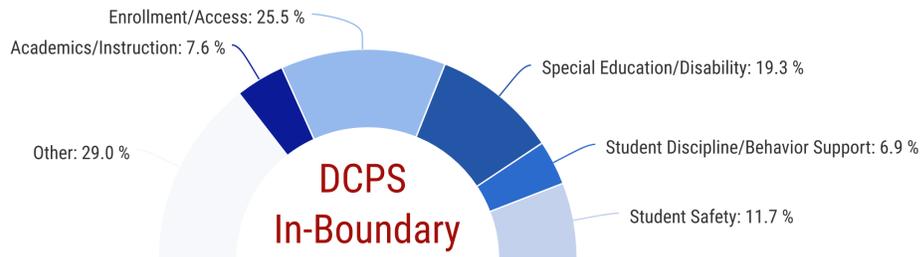
SY 2019-20 RFAs by Sector

More than 70 percent of our RFAs came from students and families being served by DC Public Schools (DCPS). The number of calls from DCPS families can be attributed to DCPS being the largest LEA in the District with more than 110 school locations. About 38 percent of our RFAs were from students who attend their in-boundary schools within DCPS and about 29 percent came from out-of-boundary schools. About one-fifth of our RFAs came from students and families served by one of the District's 60+ charter LEAs. We are continuing to identify ways to work more closely with charter schools and the families that they serve, and the families that they serve.

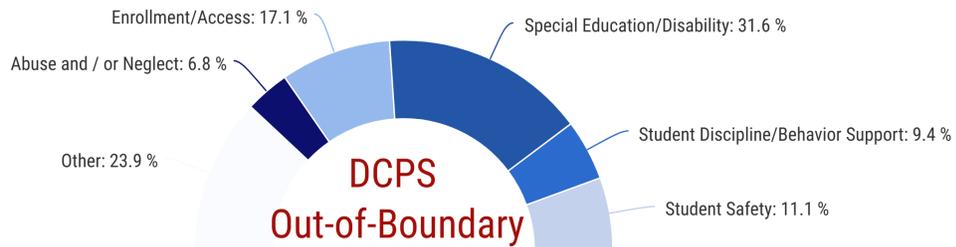


DCPS Needs Breakdown: In-Boundary / Out-of-Boundary / Selective

The top areas of need varied depending on the school type. The top area of need for families with students attending their DCPS in-boundary school was related to Enrollment/Access.



The top area of need for families with students attending their DCPS out-of-boundary school was related to Special Education/Disability.

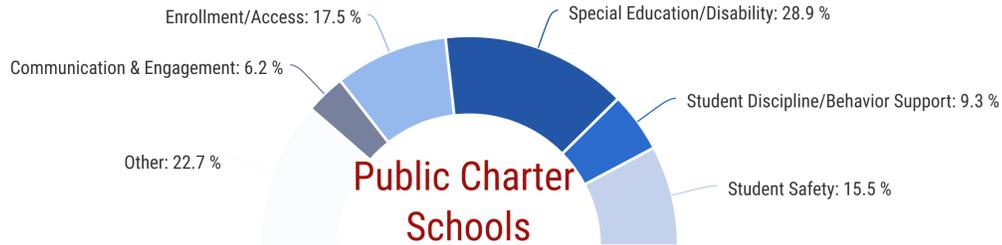


The top area of need for families with students attending DCPS selective/citywide schools was related to a Resource Need.

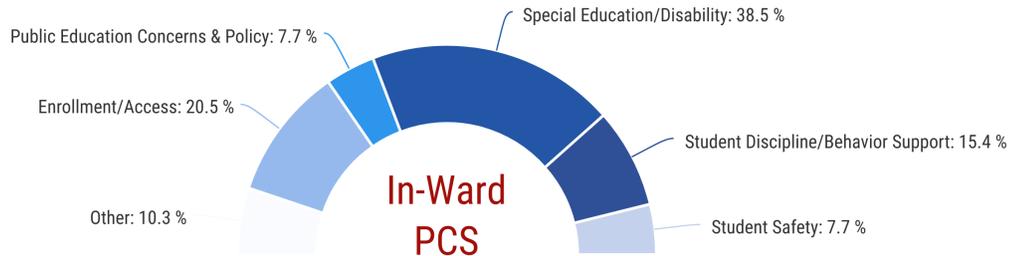


PCS Needs Breakdown:

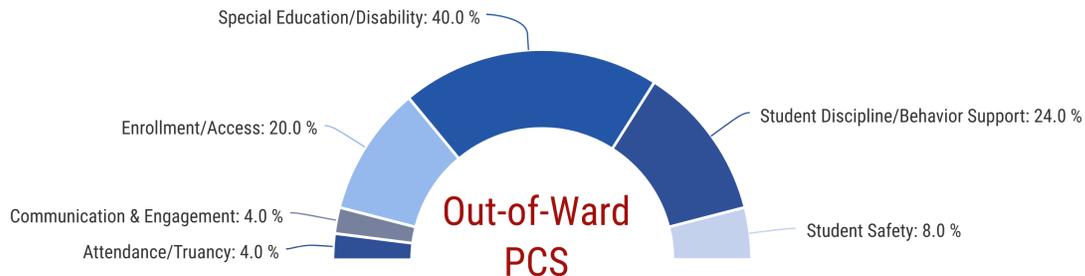
The top three areas of need for families with students attending public charter schools were related to Special Education/Disability, Enrollment/Access, and Student Safety.



The top three areas of need for families with students attending public charter schools within their wards of residency were related to Special Education/Disability, Enrollment/Access, and Student Discipline/Behavior Support.

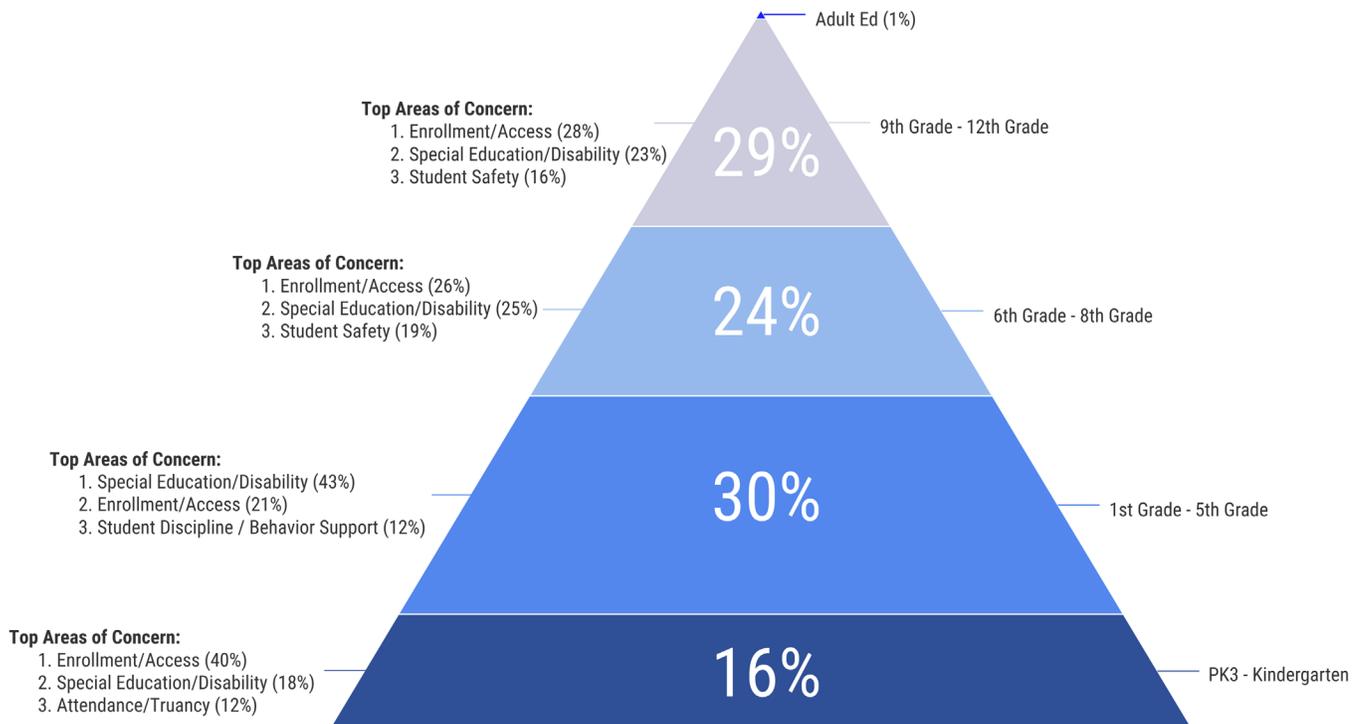


The top three areas of need for families with students attending public charter schools outside of their wards of residency were related to Special Education/Disability, Student Discipline/Behavior Support, and Enrollment/Access.



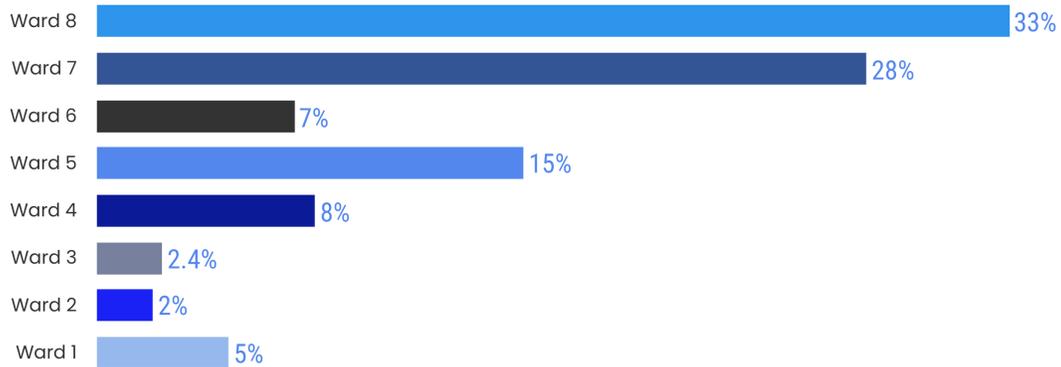
SY 2019-20 RFAs by Grade Band

Most of our RFAs came from families with students enrolled in elementary school and high school. About 30 percent of our RFAs came from families with students in between the first and fifth grade. This aligns with the proportion of first through fifth grade students enrolled in DCPS and charter schools in the district. Approximately 30 percent of our RFAs came from families with students in between the ninth and 12th grade. This might be the result of our outreach efforts to high school aged children. We engaged in more discussions with high school students regarding their safety and transportation this year. We have received a lower rate of calls from families with students enrolled middle school grades and in pre-kindergarten and kindergarten programs. This may be due to 23 percent of DC students being enrolled in middle school and 16% of students being enrolled in pre-kindergarten through kindergarten grades.



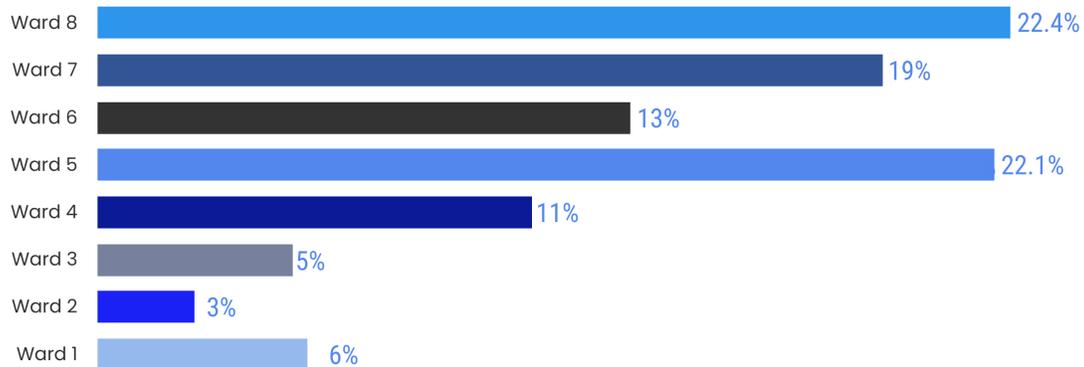
SY 2019-20 RFAs by Ward of Residence

The majority of the RFAs to our office come from the wards with the largest number of school-aged children in the city: Wards 7 and 8. Our presence citywide has increased over our years of operation due to our “Know Your Rights” special education workshops (in Wards 1, 5, 7 and 8), our Safe Passage initiatives and meetings (in Wards 1, 4, 6, 7 and 8), and our Citywide Bullying Prevention Workshop.



SY 2019-20 RFAs by School Ward

In addition to asking our callers for information about their ward of residence, we also captured data points related to location (Ward) of school. Families whose students attend schools in Wards 5, 7 and 8 accounted for more than 60 percent of our calls.



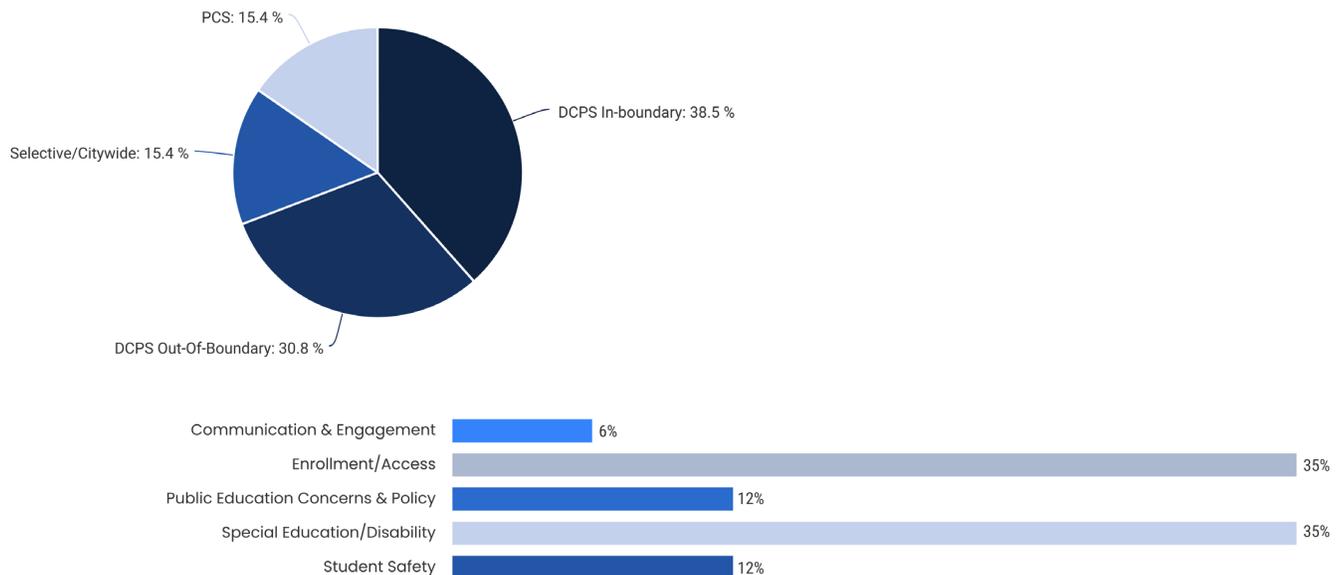
Using ward of residence data and school ward data, we were able to provide additional context for issues that students and families experience based on their proximity to their school. While comparing data from individual school wards, we noticed that:

- Majority of RFAs from Wards 1, 3 and 8 originated with students attended their in boundary DC Public Schools.
- Majority of RFAs from Wards 5, 6 and 7 in-realtion to DC Public Schools that are out-of-boundry or at a campus in another ward.
- Majority of RFAs from Ward 4 concerned public charter schools.
- Majority of RFAs from Ward 2 concerned DCPS Selective/Citywide schools.

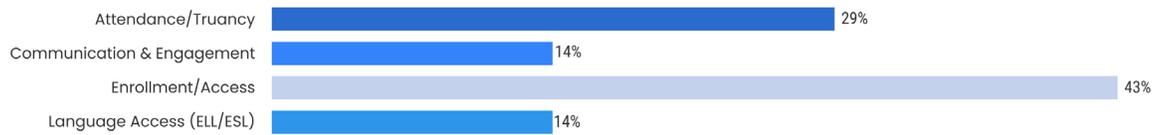
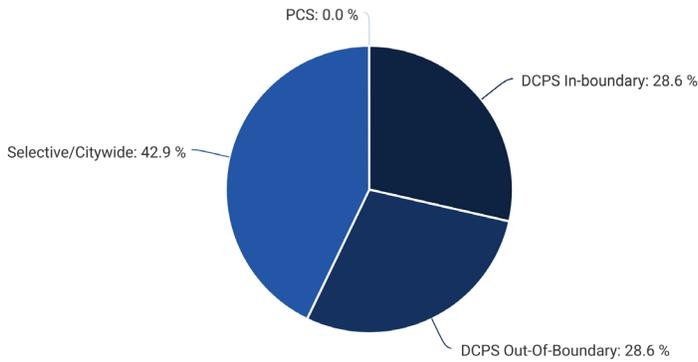
Using ward of residence data and primary topic data, we were able to notice different areas of concern per ward.

- Special Education/Disability is in the top three areas of concern across all wards.
- Enrollment/access is in the top three areas of concern across all wards except for Ward 6.
- Student Safety is in the top three areas of concern across Wards 1, 4, 6, 7 and 8.

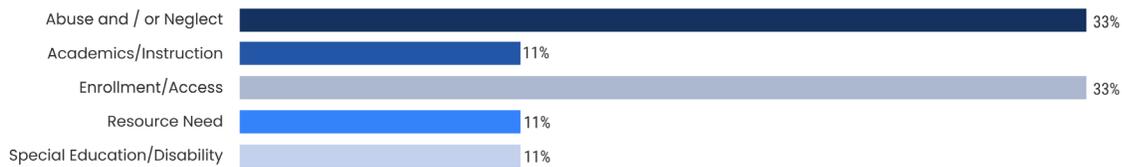
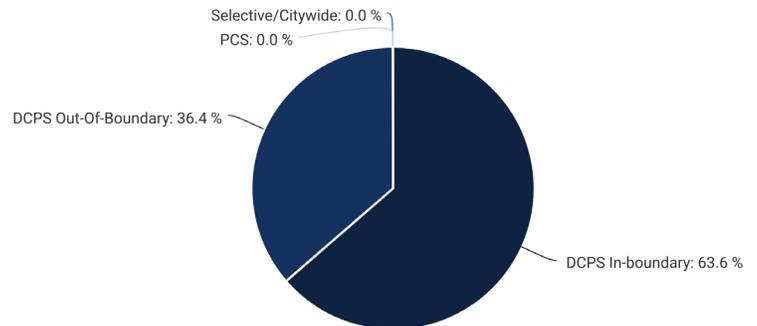
WARD 1



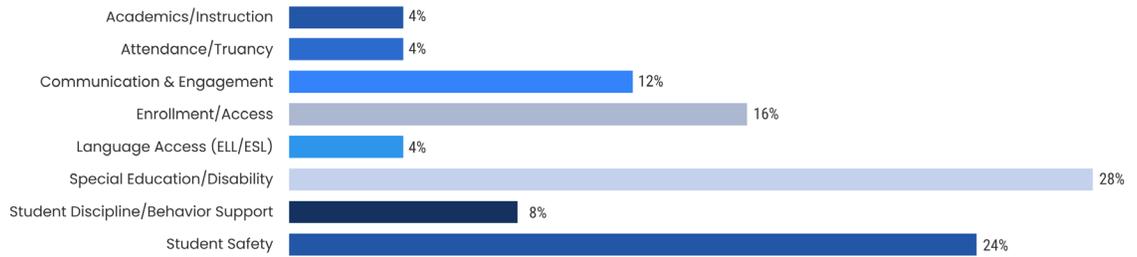
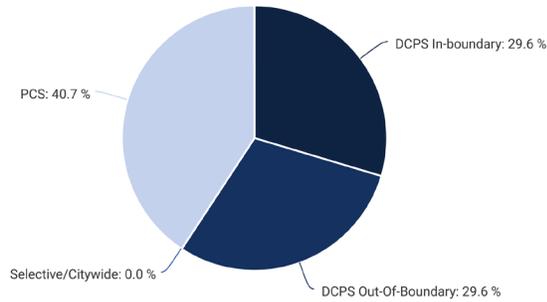
WARD 2



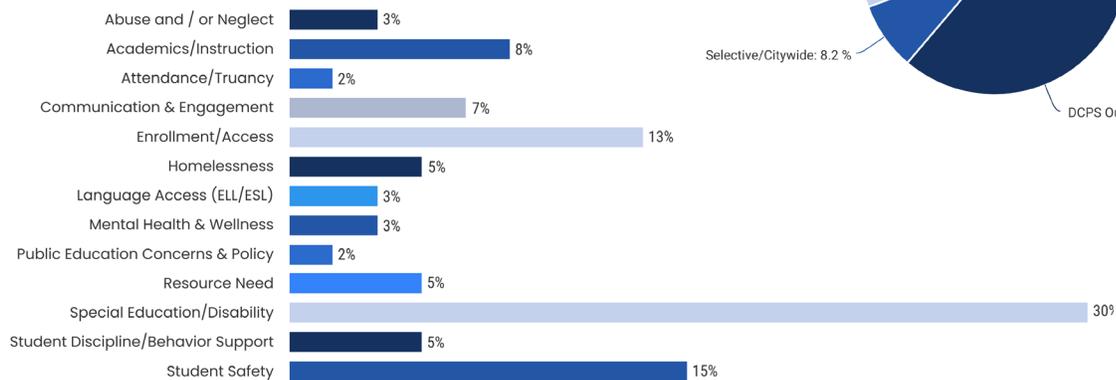
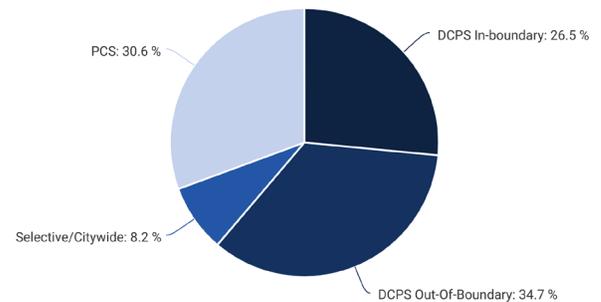
WARD 3



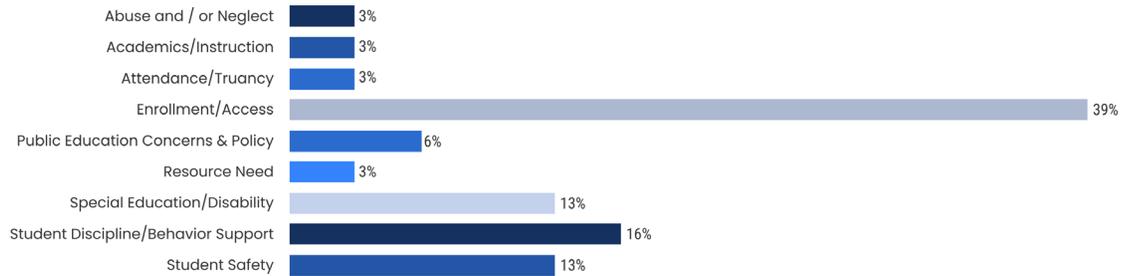
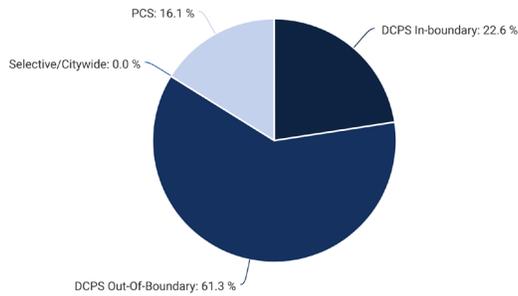
WARD 4



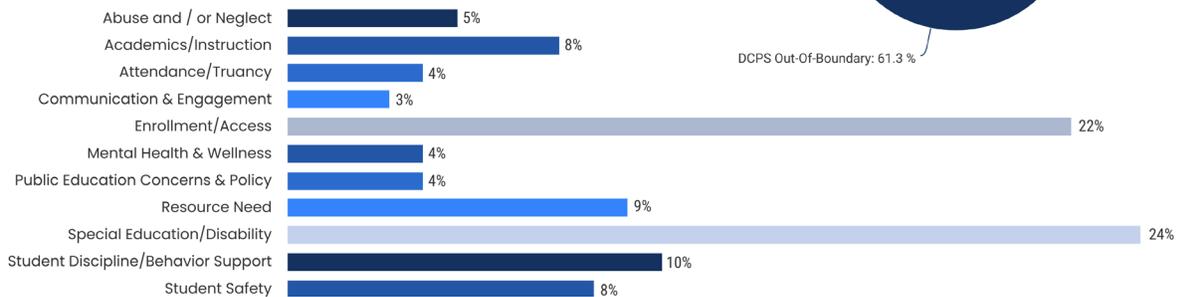
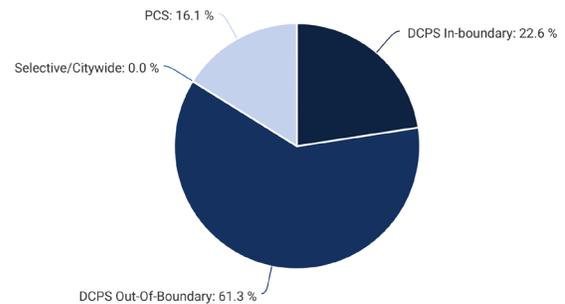
WARD 5



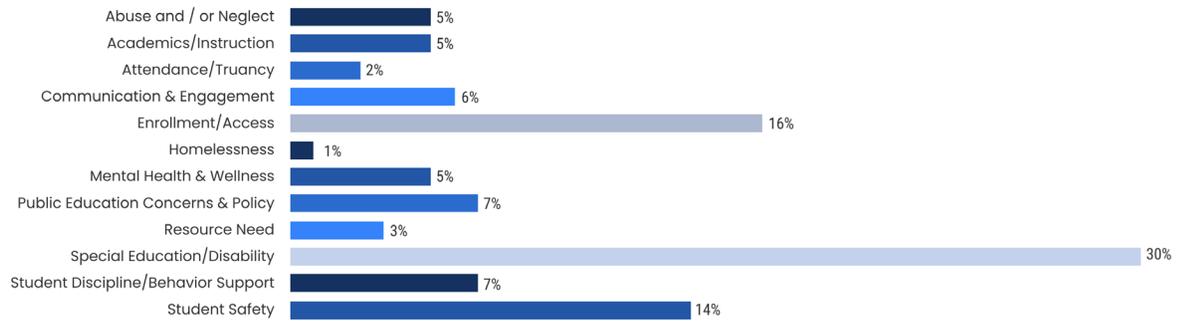
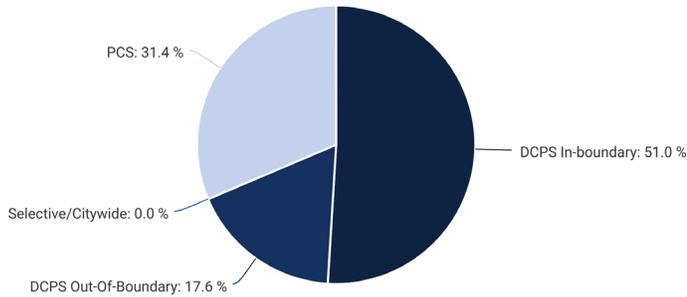
WARD 6



WARD 7



WARD 8



Outreach



Though we saw a dip in families that reached out to our RFA hotline, our office sustained increased levels of outreach to families. In SY 2019-20, we engaged with over 3,284 students, families, and educational stakeholders at more than 120 events, in-person meetings and trainings. Before stay-at-homes were implemented, we distributed more than 4,850 resources in English, Spanish and Amharic to communities in each ward in the District.

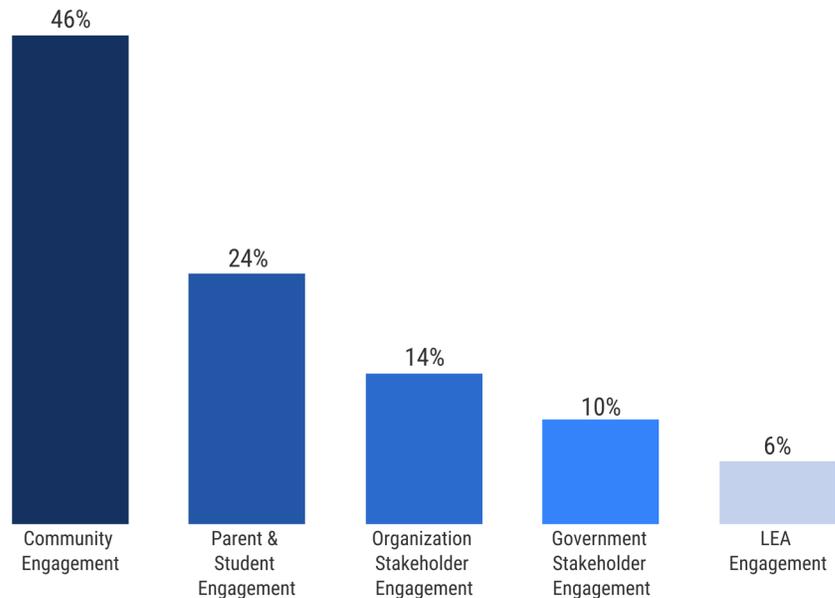


Adapting to COVID-19

Since schools were closed due to COVID-19, we shifted our engagement efforts to ensure that families were receiving the services they need in response to COVID-19. Since shifting to remote operations in compliance with social distancing orders, we connected with more than 1,500 students, families, and stakeholders virtually. These stakeholders include students who participated in focus groups we facilitated, numerous Zoom meetings with CBOs, nonprofits, and government agencies. Most notably, we held a week long social media campaign series titled, "Don't Mute Mental Health Week" focusing on the intersection between mental health and student success.

SY 2019-20 Public Engagement Data

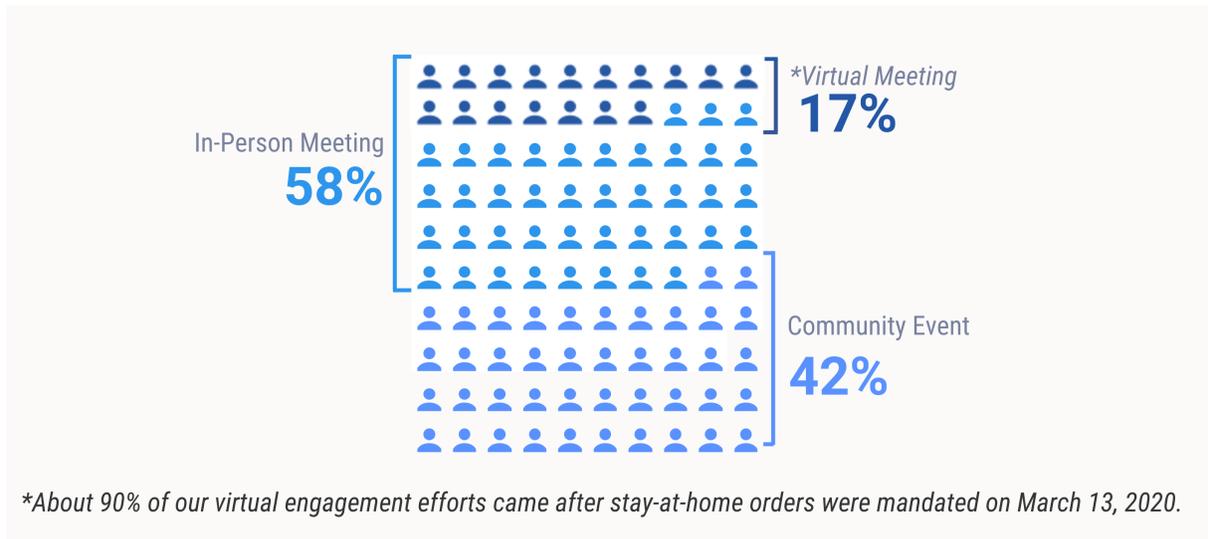
Our office touched more than 3,300 individuals for a second year in a row. Approximately 76 percent of our outreach efforts involved engaging communities, students, their families, and individual schools. Our shift in engagement focus resulted in a 36 percent increase in community engagement and a 14 percent increase in Parent and Student Engagement. About 24 percent of our outreach engaged organization and government stakeholders.



Public Engagement Mode

We strive to create and sustain partnerships with agencies and organizations that allow us to work collaboratively and more effectively as we meet the needs of our families. Along with our position in the education landscape, this balance of our work reinforces our ability to serve as liaisons between all stakeholders. Our intention and focus on face-to-face contact is to ensure that access to our office and partners is connected to accountability. Approximately 58 percent of the people we interacted with this year were through in-person meetings. About 17 percent of those in-person interactions occurred through virtual modes of engagement. In SY 2019-20, we met face-to-face with more than 3,300 individuals and distributed resources to more than 4,850 people through our outreach

and community engagement efforts.



SECTION V

EVIDENCE OF OUR WORK

OUTREACH/STAKEHOLDER ENGAGEMENT

Our relationships with families and community members are at the center of our work. We have continued to strengthen these relationships through our outreach efforts and program development. Each school year we work to deepen our outreach and partnerships to address the specific needs and concerns of parents and community members. In our efforts to accomplish this task, we continued to answer our RFA line live Monday through Friday to address the needs of families in real time. We formed partnerships and collaborated with a number of community groups, organizations, and government stakeholders, in addition to our constant collaboration with parents and students. While our collaboration with families is integral to our work, our partnerships with government stakeholders and education-focused organizations make this collaboration possible. The office engages in education policy discussions and thought-leadership through membership on several task forces, advisory committees, working groups, panels, and conference participation ranging from attendance to student safety. Below is a partial snapshot of the community outreach events where we connected with families and schools.

- Ward 8 Back to School Fair
- English Language Learners Fair
- Chavez Public Charter School Back to School Night
- Ward 8 Safe passage Working Group
- Deputy Mayor for Education Safe Spots Kick Off
- Ward 7 Safe Passage Working Group
- Happy Faces Back to School Night
- DCPS Back to School Block Party
- Ward 5 Education Equity Committee
- Anacostia HS Back to School Night
- Man the Block Forum
- Fit 4 All Back to School Bash
- Ward 7 Ed Council Student Safety Panel
- National Children's Center Carnival
- DECC School Transportation Town Hall
- DC Prep Anti Violence Rally
- Court Education Working Group Juvenile Justice Subcommittee
- MySchoolDC EdFest
- Ward 1 Ed Council School Choice for Special Education Families



- DCPS Budget Forum
- Mental Health Expansion Coordinating Committee Meeting
- DME & OSA Ward 7 Safe Spot Launch
- FSFSC Congress Heights Family First Center Stakeholder Gathering
- AJE and EmpowerEd Town Hall- Supporting Students with Disabilities
- ERFSC Benning Ridge/Terrace Family First Center Dinner Talk
- DME Safe Passage Professional Development Series

More information on our SY 2019-20 stakeholder and community partnerships can be found at the back of this report in Section VII: Stakeholder & Community Partners.

SUPPORTING STUDENTS AND FAMILIES

Dyslexia

Our Office collaborated with parent and community leaders from Decoding Dyslexia DC to develop a DC centric Dyslexia Guidebook. This handbook was created to inform families and educational stakeholders about dyslexia. This toolkit includes need-to-know information regarding dyslexia including important terminology, signs and symptoms to look for, common myths, a guide of questions to ask school staff members, as well as important local and national resources for families with children diagnosed with dyslexia. This online resource provides families and stakeholders with pertinent information that will help guide them through the initial phase of navigating the current dyslexia supports. This resource can be found in the Information & Advocacy Resources and Tools section of our website: <https://studentadvocate.dc.gov>.



Mental Health

Our office has recognized the need for additional conversations, guidance, and awareness on topics regarding mental health and our students. While we believe a focus on mental health is part of regular health care, most often, mental health is discussed in terms of crisis response or interventions at the Tier 2 and 3 level subsequent to a youth receiving a clinical diagnosis for a mental health disorder. While this level of care is important to addressing the needs in our communities, often times we lack focus on the Tier 1 strategies that can be implemented to support students across the board whether they display symptoms or not. In our work with parents and community members, we have found that many families do not always have access to quality mental health care resources or clarity regarding the process of clinical mental health care.

As a result, our office created a podcast discussing topics related to the intersection of mental health and student success. Prior to COVID-19, the podcast premiered weekly on our Instagram, Twitter, and YouTube pages and features interviews with knowledgeable professionals across various fields, anecdotes from students, and highlights from CBOs specializing in care for youth. To date, the podcast has seen more than 400 listeners and covered topics such as the Department of Behavioral Health's School Mental Health Expansion, empowering black boys, and how students access mental health services within their schools.

In response to social distancing requirements and physical closure of schools, we decided to pivot our existing Mental Health based podcast to meet the needs of students and families. In partnership with the office of the Deputy Mayor for Education, we hosted virtual student focus groups and centered our conversations on listening to student needs and experiences with existing resources. In doing so, we recognized there was an abundance of information regarding COVID-19 and changes in various services, but very little of this messaging targeted and engaged students in the District.

We re-purposed our existing podcast into a vehicle to communicate with students. Our goal was to create additional conversations around mental wellness and students, provide guidance regarding the systems of mental health care in DC, and present information that targeted and engaged students. We crafted a week long initiative entitled, Don't Mute Mental Health Week, consisting of a series of interactive Instagram Live conversations with speakers from DC Health, the Department of Behavioral Health, Children's National Hospital, the George Washington Center for Health and Health Care in Schools, DC Public Schools Department of Social Emotional Academic Development, the MedStar Georgetown Center for Wellbeing In School Environments, and Mary's Center. Topics included: a student friendly overview of COVID-19, maintaining mental wellness for youth, balancing school work with home responsibilities, time management and organization skills, maintaining friendships while remaining physically distant, teacher wellness, and the role of parent support for students during this time. In addition, our office created infographics that were shared to our social media that shared tips and suggestions around these topics for families and students.

Safe Passage

Safe passage of our students traveling to-and-from school is paramount, but we know incidents of community violence surrounding our schools and communities jeopardize the safety of our children. In Fiscal Year (FY) 2020, we worked to engage the community on topics including student safety and safe passage. We continued our Ward 8 Student Safety and Safe Passage Working Group, which includes students, parents, non-profit and community-based organizations, government offices and agencies, and schools/ LEAs. These conversations aim to bring education, health and safety, and community leaders together to develop strategies on how to increase safety for students, schools, and communities. We replicated those efforts across the city, with our work expanding to Wards 4, 5 and 7. We have partnered with the Office of the Attorney General (OAG) in facilitating these conversations in Ward 7.

In addition to facilitating these working group sessions, our office has taken on three major projects regarding Safe Passage:

Safe Spots Initiative: In partnership with the Office of the Deputy Mayor for Education (DME), our offices recruited about 40 businesses, organizations, and government agencies to serve as Safe Spots in Wards 7 and 8. Safe Spots are local businesses, organizations and agencies that agreed to be provide a safe space for students in times of need. Safe Spots currently exist in the Congress Heights and Anacostia communities of Ward 8, along with the Minnesota Avenue and Benning Road corridor of Ward 7. Plans are underway to expand Safe Spots to the Wards 1 and 5 along the Columbia Heights and NoMa communities.



Congress Heights Walking School Bus: In collaboration with the leadership of Principal Niya White from Center City Public Charter School in Congress Heights, our office has been an active partner in piloting a Walking School Bus. Along with community volunteers, Center City PCS Congress Heights staff walk with students who are grouped by shared paths home, or to shared bus stops/ routes. The success of this pilot has led to efforts to scale the model in school communities across the city. With the help of the Office of the DME, Center City will share our professional development sessions for interested schools, PTOs and community partners looking to replicate the program. Our office has also been meeting and supporting several PTOs who are interested in creating similar programming for their schools.

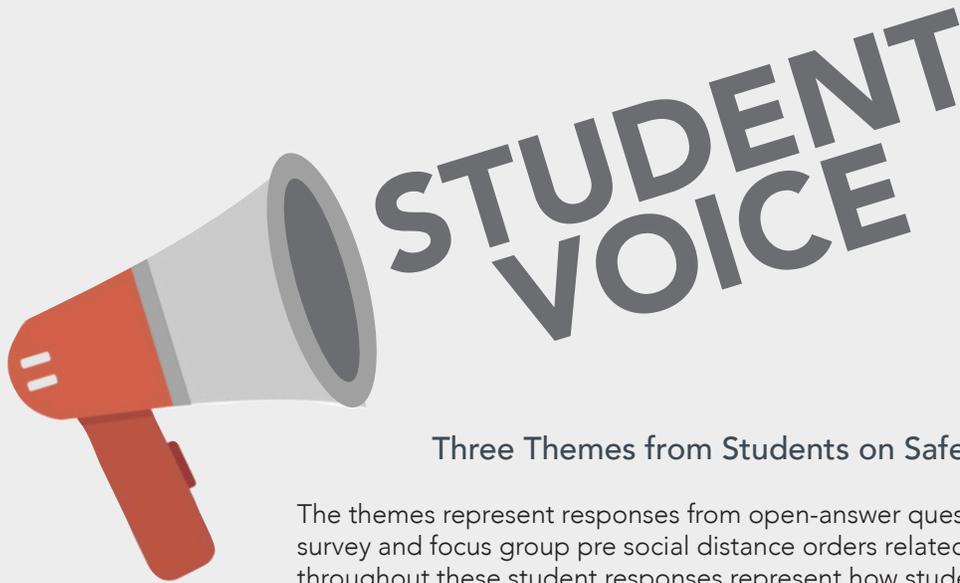
Student Safety Needs Assessment: Using student perspectives to influence policy and shape initiatives is a principle that navigates our work. Our office has spoken with and surveyed more than 430 students from across every ward in DC regarding their safety traveling to-and-from school (Prior to schools' closures in response to COVID-19). We partnered with numerous students serving organizations including Global Kids, Black Swan Academy, Young Women's Project, SBOE Student Advisory Committee and Pathways 2 Power. For a month, our office facilitated small focus group discussions with 10–25 students per session. We were able to meet with more than 430 students from all eight wards attending 15 DCPS and 12 public charter schools. The students came from:

DCPS: Anacostia High School, Ballou High School, Banneker High School, Cardozo Education Campus, Columbia Heights Education Campus, Duke Ellington School for the Arts, Eastern High School, Hart Middle School, H.D. Woodson High School, Kramer Middle School, McKinley Technology High School, Roosevelt High School, Roosevelt STAY High School, School Without Walls, and Wilson High School.

PCS: Basis, Capital City, DC International, Friendship Collegiate Academy, Idea, Inspired Teaching, KIPP DC College Preparatory, Meridian Middle School, Paul, SEED, Thurgood Marshall Academy, and Washington Leadership Academy.

We strategically focused our efforts on speaking with middle and high school students first, but we recognize that the voices of parents and younger children are vital as well. Prior to school closures, we started developing surveying tools for parents and families of younger children. In collaboration with the Urban Institute, we recently processed, coded and produce a report highlighting the students' responses and experiences from SY 2019-20.





Three Themes from Students on Safety and School Travel

The themes represent responses from open-answer questions on safe passage collected via survey and focus group pre social distance orders related to COVID-19. The themes captured throughout these student responses represent how students feel while traveling to and from school, what they view as threats to their safety, and what tools they use to feel safe. The following themes stood out from the students' responses: non-specific people who posed a threat to the student's safety through their behavior related to drugs, weapons, fights or other forms of violence, street harassment, the need to be hypervigilant, the use of traveling with other people as a means of protecting themselves, the prevalence of uncertainty as a source of feeling unsafe, and the feeling of being watched or surveilled.

NON-PROTECTIVE PEOPLE

Non-protective people was defined as mentions of people who the students perceived as a threat to their safety. This theme was usually appeared with other themes, such as Street Harassment, Drugs, Weapons, Violence. Across all wards, people were mentioned by students as being a source of feeling unsafe. People, noted here as non-protective people, were mentioned in tandem with certain behaviors. This includes street harassment, feeling watched, drug use, and varying levels of violence. There were only a few instances where students mentioned their peers as a source of feeling unsafe. In most cases, the non-protective people were adults.

The theme of Violence was used to encompass numerous instances of violence, including fights, gun violence, and robberies. Some students did mention that they were witness to violence in terms of fights or had experienced various forms of violence, including robberies. The frequency of gun violence in students' communities was noted by many as the source of feeling unsafe traveling to and from school. However, much of the responses that mentioned violence talked specifically about fights that would occur on their routes to and from school.

HYPERVIGILANCE, SURVEILLANCE, & UNCERTAINTY

The theme Hypervigilance was captured inductively, while the themes Surveillance and Uncertainty arose as a theme throughout the surveying process. Hypervigilance was defined as mentions of increased or constant awareness of surroundings during travel to and from school. Surveillance was defined as mentions of being or fear of being watched during travel to and from school. Uncertainty was defined as mentions of unpredictability or a lack of knowing while traveling to and from school. There were numerous instances where students mentioned the need to be vigilant as they traveled to and from school.

The theme of Hypervigilance appeared in tandem with instances of uncertainty and feeling surveilled. Particularly, students in Wards 7 and 8 mentioned more often needing to be hypervigilant. Students residing in Wards 5, 6, and 8 frequently mentioned the feeling of being watched or the uncertainty around getting to and from school. Notably, the frequency of the themes Uncertainty, Hypervigilance, and Surveillance being mentioned collectively was high among the students residing in Ward 8. In some responses, being hypervigilant was expressed as a protective factor in how the student navigated the passage to and from school safely.

PROTECTIVE TOOLS

Themes around how students travel to and from school safely were captured inductively. The sub-themes included Transportation, People, and Self. The theme Transportation represented mentions of transportation, like location of bus stops, parents' cars, etc., which make them feel safer. The theme People represented mentions of traveling with specific individuals or people in general, that makes them feel safer. The theme Self represented mentions of having personal resources which make them feel safer. Across the wards, many students noted the various tools they use to feel safe traveling to and from school. There were instances where students were dropped off to school or had a short route. Numerous students mentioned that they made sure to walk with one or more individuals before and/or after school. There were very few instances where a student mentioned themselves as a protective factor, where for example their familiarity with the area or route would be a layer of protection for the student. ■

RACE, EQUITY AND INCLUSION

As our school communities continue to expand and grow diverse with students and families representing a multitude of languages, races, gender, ability and communities, we must commit to fostering a diverse, equitable, and inclusive learning environment. As we aspire to create welcoming communities that reflect perspectives from all members, we must embrace the work required to ensure all are heard and valued.

We must create the space to have conversations and dialogue in which all members of our school communities can share their experience not only safely, but responded to and validated with actions that repair harm and safeguard steps to move forward. As an office we pursued three courses of action to support a more just and equitable learning community. Below are descriptions of our efforts to support schoolhouse conversations on race, equity and inclusion; an initiative to support a framework in which DC students can secure a career pathway to teaching ; and the launching of a resource to support parents in selecting schools with diverse and reflective instructional staff.



Race, Equity, and Inclusion Toolkit (Website):

Race and class often serve as barriers to engagement, leaving a void between students, families, communities, and schools. As an office, we created our Race, Equity, and Inclusion toolkit as a resource for families, schools, and community organizations looking to begin their work towards creating and maintaining equitable and inclusive spaces in education. The information and resources included in the toolkit have been pulled from organizations, educators, and scholars who have been instrumental in moving the conversation on race, equity, and inclusion forward both nationally and locally. In the toolkit, families, schools, and community organizations can access standardized definitions, articles, books, videos, and other informational materials addressing issues surrounding race, equity, and inclusion. This resource can be found at <https://reitoolkit.dc.gov>.



Teacher Representation: Creating Pathways to Teaching: Dual-Enrollment

In FY20, while analyzing student discipline data, our office noticed that schools with a demographically less representative teaching staff had higher rates of discipline of Black students. In particular, young Black boys receive the highest rates of suspension and expulsion locally and nationally among all students, while Black girls are disciplined at the highest rates for all female students¹.

Even though 45 percent of all public and charter school students are Black boys, only 16 percent of the teachers are Black men². With more focus being placed on teacher recruitment and retention in DC, we have connected with several universities' Schools of Education (SOE) to assist with correcting the lack of representation of Black male teachers:

1. American University (AU): we are partnering with AU on recruiting more students of color from high schools to enroll in their SOE's dual-enrollment

program. AU's dual enrollment program has slots for students and scholarship opportunities for students who choose to enroll in their SOE.

2. Howard University's, Bowie State University's and Trinity University's SOE all are developing pathways and programs to increase male persons of color in the District's teaching force. OSA has agreed to make sure students, families and stakeholders are aware of these opportunities and develop resources to support navigating the early stages of those tracks.



My Teacher DC (Website):

My Teacher DC is a resource for families to consider when choosing a school for their children. All students benefit from having diverse and representative teachers in school, but not all schools are able to recruit a representative teaching staff³. Very specific information regarding students are readily accessible including their demographics, their academic achievements, and the services a school can provide them⁴. Unfortunately, not as much information is given regarding the teachers of these schools. Teachers play a vital role in the culture and environment of a school and more information should be considered when choosing a school. A school's ability to recruit and retain a diverse teaching staff can provide a more accurate depiction of the culture and environment of a school.

There are three main components of this website: First, the My Teacher DC website provides families with the a current compilation of information regarding DC's teachers available; second, this

resource provides research highlighting the relationship between the demographics of teachers, disciplinary rates, and student achievement; third this website provides a detailed set of questions parents should ask school administrators when choosing a school for their children. This resource explores issues influencing the achievement of all students. Black, Latinx, Asian, Indigenous, White, Male, Female, Transgender, Gender Nonconforming, and English Language Learning student perspectives are all represented in this resource. This resource can be found at: <https://myteacher.dc.gov>.

COVID-19

As we prepare to meet the challenges in a COVID-19 altered environment, our office must find avenues to increase equity while continuing to elevate the voices of students and families. We are operationalizing that work by creating student facing surveys and conducting focus groups ranging from topics on student and families safety to experiences with distant learning. Communicating directly with students and families continues to lead us to solutions with built-in buy-in.

We are innovating new ways to engage families by utilizing low barrier technology such as Instagram Live and Question Pro, a mobile friendly surveying tool. We will continue to connect with families across all wards and are preparing ways to meet them where they are. Engaging students and families while in compliance with social distancing guidelines is resulting in a number of barriers. As a District, we must ensure that we do not exasperate inequalities stemming from a digital divide by relying solely on digital/virtual platforms. We must create resources that families with or without consistent access to internet connectivity can navigate such as social media based supports, mobile device friendly tools or placing physical resources for pickup in essential places such as food markets, and laundromats.

RECOMMENDATIONS

1

INCREASE TRANSPARENCY ON LEA SPECIAL EDUCATION CAPACITY

Every year since the inception of this Office, we have highlighted the information imbalance families with students with disabilities experience when exercising their right to choose the school that works best for them. Families that have navigated the evaluation process and know what supports are needed and what level of staffing is required for their child are unable to find that information anywhere on the resources provided them to make school choice. Families rely upon word of mouth, rumors and innuendos on what awaits their student in school building as far as special education services.

Recommendation:

Provide families with comprehensive access to resources and organizational supports, to ensure true school choice. Families who have students with specialized instruction and service needs are faced with a tedious process in school choice and selection, enrollment, and afterschool programming. There is an urgent need for information about available supports, specific programming, and additional resources offered by the LEA in the selection and enrollment process. Points of contact for families should be prominent so that questions and concerns may be addressed throughout the process. The next production of the new state report card would be the most appropriate place for such a resource in addition to the My School DC platform. Afterschool and out-of-school program providers should be required to report the levels of support they provide to students with specialized instructional and service needs. This information should be made easily accessible for families on platforms like OSSE's website and the Learn24 platform. LEAs should also connect families of students with specialized needs to these resources.

2

TEACHER DIVERSITY AND RETENTION DATA SHOULD BE INCLUDED IN DC'S STAR RATING FRAMEWORK.

Substantial evidence indicates that students of color are disproportionately punished specifically in the District of Columbia.⁵ The more time a student misses class due to the disciplinary action of a school, the less time that student will receive academic instruction. Overwhelming evidence suggests that frequent suspensions have an adverse effect on a student's academic performance.⁶ National research indicates that students of color perform

better on state standardized assessments, have better attendance, and are disciplined less frequently when they are taught by a teacher of the same race or ethnicity.⁷ Knowing this, why don't all Local Education Agencies (LEA) place more emphasis on recruiting and retaining more educators of color?

In DC, Black students account for 67 percent of all DC public and charter school students, while Black teachers represent about 52 percent of all public and charter school teachers.⁸ In particular, Black boys, or young men, account for 45 percent of all DC public and charter school students, yet only 16 percent of public and charter school teachers identify as being a Black man.⁹

Even though 67 percent of DC public and charter school students are Black:

- Black students make up 90 percent of all out of school suspensions in SY 2019;¹⁰
- Black students have the second lowest high school graduation rate in the District;¹¹
- Black students have had the lowest state standardized assessment scores in the both Literacy and Math.¹²

Latinx students account for 19 percent of all DC public and charter school students, but Latinx teachers only make up 7 percent of public and charter school teachers¹³. This becomes even more problematic because Latinx students make up approximately 77 percent of the nation's English language learning (ELL) population¹⁴. There is no reliable information regarding how many DC public school and charter school teachers speak a second language, which puts an unfair burden on students and families who struggle with English proficiency.

Even though Latinx students are the second largest demographic in DC:

- Latinx students have the lowest high school graduation rates in the District¹⁵;
- Latinx students have the second lowest state standardized assessment scores in the District¹⁶.

Numerous states are bolstering their teacher recruitment pipelines under Title II, Part A of the Every Student Succeeds Act (ESSA). In particular, Tennessee's ESSA plan will be providing "Diversity Innovation Planning Grants" to LEAs for the purpose of developing and implementing recruitment plans that intentionally work to diversify the teacher pipelines¹⁷. Currently in DC, the Office of the State Superintendent of Education (OSSE) recently launched a collaborative to gather information regarding school staffing trends, using this information to make better hiring practices¹⁸. This collaborative includes third party experts and 52 LEAs. Participating LEAs will be able to use this information to identify turnover trends, examine which schools do not have access to effective teachers, and determine where to direct more intentional recruitment support.¹⁹

In a District where nearly 85 percent of all public and charter school students identify as either Black (67%) or Latinx (19%), improving the teacher recruitment pipeline to include a more representative group of teachers can result in a significant boost in student achievement for an overwhelming

majority of public school students²⁰. How else can the District best incentivize all LEAs to improve these pipelines?

Recommendation:

Data related to teacher diversity and retention should be included in DC's current Star rating framework. Under DC's ESSA plan, numerous metrics are dependent on student success, including PARCC scores, attendance rates and a school's disciplinary rates. Our current framework does not assess a school's ability to retain an experienced and racially/ethnically representative teaching staff.

Incentivizing all LEAs to implement effective recruitment and retention practices for teachers of color should be a priority in a District where about 85 percent of its students identify as either Black or Latinx²¹. Including this information in a school's Star rating may fundamentally shift how schools recruit their teachers, and the supports that are offered to those teachers.

Since teachers of color improve the academic outcomes of their students, addressing this issue could give LEAs an opportunity to substantially increase their scores under DC's Performance Management Framework (PMF)²². Including this metric in DC's Star rating framework will also give parents important information needed when choosing which school best fits their child's needs.

3

PRIORITIZING THE BEHAVIORAL HEALTH OF OUR CHILDREN AND YOUTH AT EVERY LEVEL

As we adjust and recover from the effects of the global pandemics our students have experienced this school year we must recognize that this year's events only served to exacerbate existing issue of behavioral health for our youth in all of our communities across the District. Prior to the global outbreak, 21.3 percent of children in the District under the age of 17 had been exposed to an adverse childhood experience (ACE) with the estimated overall percentage continuing to rise as economic challenges and racial tensions persevere.²³ Nationally, the percentage of youth experiencing a major depressive episode continues to rise. A major depressive episode is defined by two or more weeks of depressive feelings, loss of interest or pleasure in daily activities, and difficulty sleeping, eating and/or concentrating.²⁴ With 5.6 percent of youth, the District ranks 41st in youth with substance abuse and dependence of illicit drugs or alcohol aligning with rates of abuse and dependence in adults throughout the city.²⁵ As we continue to zoom in on these statistics, the disparities between residents with greater access to quality systems of care and those without become far more pronounced. Residents in Wards 1 and 4 report having experienced a depressive disorder at a rate of approximately 16 percent while residents in Ward 8 report this experience at a rate of 23 percent.²⁶ While Black residents in the District are less likely to be diagnosed with depressive disorders as compared to White residents²⁷, a diagnosis of

depression only depicts a portion of the picture of behavioral health in our District with a number of students who are undiagnosed or untreated due to lack of access to comprehensive care and treatment and a the absence of multi tiered systems of support.

Recommendations:

Strengthening Our Multi-Tiered Systems of Support: Early intervention is critical to ensuring youth receive appropriate support and if necessary, treatment, that will influence the rest of their lives. Half of all long-term mental illness cases are seen by age 15 and three quarters by age 24, making it all the more crucial we possess the proper systems of care for our students.²⁸ We must provide support to not only our highest need students but all our students regardless of diagnosis. As a District, we must embrace the belief that a focus on mental and behavioral health is part of regular health care and establish a comprehensive multi-tiered system of support (MTSS) for all students. Most often in schools, mental health is discussed in terms of crisis response or interventions at the Tier 2 and 3 level subsequent to a youth receiving a clinical diagnosis for a mental health disorder. While this level of care is important to addressing the needs in our communities, often times we lack focus on the Tier 1 strategies that can be implemented to support students across the board whether they display symptoms or not. Within a true MTSS the needs of every student is taken into account and behavioral supports are integrated with academic supports through a continuum of data driven interventions such as Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL).²⁹ States with strong MTSS (North Dakota, New York, Tennessee, Kansas) see improved school climates, greater student-teacher relationships, and overall better academic achievement.³⁰

Culturally Relevant Pedagogy Training: Currently, DCPS has 1:408 ratio of counselors, a 1:402 ratio of psychologists and a 1:217 ratio of social workers.³¹ While the 2018 Student Fair Access to Schools Act is reducing punitive discipline actions, a history of disparities between students of color and white students still exist.³² Black students, students who are at risk, students with disabilities, male students, and middle school students have been disproportionately suspended and expelled over the last four school years.³³ Additionally, students identified for an Emotional Disturbance disability were 6.5 times more likely to receive an out-of-school suspension.³⁴ As we prepare to move away from virtual learning as the recovery progresses, the Department of Behavioral Health, DC Public Schools, and the DC Public Charter School Board must ensure that culturally relevant training on supporting students with mental health needs is prioritized for all adults in school buildings especially those in staff support roles such as security and administration. This training must be individualized to the school and community they are serving as the lived experiences of our students vary widely across our District. If a School Resource Officer (SRO) is part of a school community, it is critical SROs are oriented as a staff member in all culture building and school wide system trainings.

SECTION VII

STAKEHOLDERS AND COMMUNITY PARTNERS

21st Century School Fund
American University School of Education
AppleTree Public Charter School
Advocates for Justice and Education (AJE)
Anacostia Business Improvement District
Bazelon Center for Mental Health Law
Black Swann Academy
Boys and Girls Club FBR Branch Boys and Girls Club
of Greater Washington
Center City Public Charter School
Child Family Service Administration
Children's National Hospital
Children's Law Center
Coalition for DC Public Schools & Communities (C4DC)
Collaborative Solutions for Communities
Community of Hope
Council for Court Excellence (CCE)
Court Services and Offender Supervision Agency (CSOSA)
Court Social Services, DC Courts (CSS)
Cure the Streets (Alliance of Concerned Men)
DC Action for Children
DC Alliance for Youth Advocates (DCAYA)
DC Department of Behavioral Health
DC Department of Parks & Recreation
DC Fiscal Policy Institute
DC Public Charter School Board
DC Public Library
DC Public Schools
DC School Reform Now
DC State Board of Education
Decode Dyslexia DC
District of Columbia Special Education Cooperative
Douglass Knoll Community Center
East of the River Family Strengthening Collaborative
Edgewood Brookland Family Support Collaborative
Family Voices of Washington DC
Far Southeast Family Strengthening Collaborative
Flamboyant Foundation
Friendship Public Charter School
Georgetown University
George Washington University Center for Health &
Healthcare in Schools
Georgia Ave Family Support Collaborative
Global KIDS
Homeless Children Playtime Project
Howard Middle School Public Charter School
Howard University School of Law Institute for Educational
Leadership (IEL)
KIPP DC, Public Charter School
Lawyers' Committee for Civil Rights Under Law
Leadership for Educational Equity
Learning with PRIDE
Man the Block, Richard Wright Public Charter Schools
Marion Barry Youth Leadership Institute
Mary's Center
Mayor's Office of Community Relations & Services
Mayor's Office on African Affairs
Mayor's Office on Asian and Pacific Islander Affairs
Medstar Georgetown
Metropolitan Police Department (MPD)
Metro Transit Police Department
My School DC
Office of Attorney General
Office of Council Chariman Phil Mendelson (At-Large)
Office of Councilmember Brianna Nadeau (Ward 1)
Office of Councilmember Charles Allen (Ward 6)
Office of Councilmember David Grosso (At-Large)
Office of Councilmember Robert White (At-Large)
Office of Councilmember Trayon White (Ward 8)
Office of the Deputy Mayor for Education
Office of the Deputy Mayor for Public Safety and Justice
Office of Human Rights
OSSE, Division of Health & Wellness
OSSE, Office of Dispute Resolution
OSSE, Re-Engagement Center
OSSE, State Advisory Panel on Special Education
Pathways 2 Power, Thurgood Marshall Academy PCS
Parents Amplifying Voices in Education (PAVE)
Rocketship Public Charter School
Sasha Bruce Youthwork
Senior High Alliance of Parents Principals and
Educators (S.H.A.P.P.E.)
Teaching 4 Change
Urban Institute
Ward 1 Education Council
Ward 3 Wilson Feeder Educator Network
Ward 4 Education Alliance
Ward 5 Council on Education
Ward 5 Education Equity Committee
Ward 6 Public Schools Parent Organization
Ward 7 Education Council
Ward 8 Council on Education
Washington Lawyers' Committee for Civil Rights and Urban
Affairs
Washington Metropolitan Area Transit Authority (WMATA)
Young Women's Program
YOUR Community Center

SECTION VIII

REFERENCES

1. Office of the State Superintendent of Education. (2019). State of Discipline: 2018-19 School Year. [online] Available at: https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Discipline%20Report%20OSSE%202018-19%20School%20Year.pdf
2. District of Columbia Teacher Workforce Report. (2019, October). Retrieved from [https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC Educator Workforce Report 10.2019.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC_Educator_Workforce_Report_10.2019.pdf).
3. Kisida, A. (2016). The many ways teacher diversity may benefit students. Retrieved from <https://www.brookings.edu/blog/brown-center-chalkboard/2016/08/19/the-many-ways-teacher-diversity-may-benefit-students/>
4. Office of the State Superintendent of Education (2020). DC School Report Card | OSSE. [online] Available at: <https://dcschoolreportcard.org> [Accessed 30 Aug. 2020].
5. See note 1.
6. Gershenson, S., Hart, C., Lindsay, C., & Papageorge, N. (2019). The Long-Run Impacts of Same-Race Teachers. Retrieved from <http://ftp.iza.org/dp10630.pdf>
7. See note 3.
8. See note 2.
9. See note 2.
10. See note 1.
11. Office of the State Superintendent of Education. (2019). 2018-19 Adjusted Cohort Graduation Rate. [online] Available at: <https://osse.dc.gov/publication/2018-19-adjusted-cohort-graduation-rate>.
12. OSSE NGA Web Report. (2019). <http://results.osse.dc.gov/state/DC>.
13. See note 2.
14. Shapiro, S., & Partelow, L. (2018). How To Fix the Large and Growing Latinx Teacher-Student Gap. Retrieved from https://cdn.americanprogress.org/content/uploads/2018/02/20061952/020118_LatinxTeacherStudentGap-brief-2.pdf
15. See note 11.
16. See note 12.
17. Johnson, Stephenie. "These States Are Leveraging Title II of ESSA to Modernize and Elevate the Teaching Profession." Center for American Progress, Feb. 2018, www.americanprogress.org/issues/education-k-12/reports/2018/02/05/445891/states-leveraging-title-ii-essa-modernize-elevate-teaching-profession/.
18. See note 17.
19. See note 17.
20. See note 2.
21. See note 2.
22. See note 3.
23. U.S. HHS, HRSA, Maternal and Child Health Bureau (MCHB), Child and Adolescent Health Measurement Initiative (CAHMI), National Survey of Children's Health Indicator Data Set, Data Resource Center for Child and Adolescent Health, 2016-2017
24. Mental Health America. (2019). The State of Mental Health in America. Retrieved from <https://mhanational.org/sites/default/files/2019-09/2019%20MH%20in%20America%20Final.pdf>
25. See note 24.
26. District of Columbia Department of Health. (2015) Behavioral Risk Factor Surveillance Survey. Retrieved from <https://dchealth.dc.gov/sites/default/files/dc/sites/doh/publication/attachments/DC%20BRFSS%202015%20Annual%20Report%20-%20Web%20Edition.pdf>
27. See note 26.
28. U.S. HHS, HRSA, Maternal and Child Health Bureau (MCHB), Child and Adolescent Health Measurement Initiative (CAHMI), National Survey of Children's Health Indicator Data Set, Data Resource Center for Child and Adolescent Health, 2016-2017
29. Sulkowski, M. L., & Michael, K. (2014). Meeting the mental health needs of homeless students in schools: A Multi-Tiered System of Support framework. Children and Youth Services Review
30. Collaborative for Academic, Social, and Emotional Learning. (July 2018) Multitiered Systems of Support (MTSS) Retrieved from https://casel.org/sp_faq/multitiered-systems-of-support/
31. District of Columbia Committee on Education. Fiscal Year 2021 Committee Budget Report. Retrieved from <https://static1.squarespace.com/static/528921fce4b089ab61d013d3/t/5ef39b83ba39ff43a8b0eedd/1593023373786/DRAFT+-+FY21+Committee+Budget+Report.pdf>
32. The Council of the District of Columbia (2018, May 1). DC Act A22-398: Student Fair Access to School Amendment Act of 2018. Retrieved from: <http://lims.dccouncil.us/Download/39259/B22-0594-SignedAct.pdf>.
33. See note 1.
34. See note 1



OFFICE OF THE
STUDENT
ADVOCATE