



Chairman Phil Mendelson  
Council of the District of Columbia  
1350 Pennsylvania Avenue NW  
Washington, DC 20004

Dear Chairman Mendelson,

Please see our answers to the questions from your November 15<sup>th</sup> letter below.

1. **Please list the principals who are not returning to be principal of the same school in SY 2023 – 2024 that they were principal of in SY 2022 – 2023. Please provide the principal’s name, name of the school, how long the person was principal at that school, and a brief reason as to why the principal is not returning to that school.**

Name	School	Length of Service	Reason for Not Returning
Jennifer Geoffroy	Hearst ES	9	Not retained
Steven Eskay	Eaton ES	1	Transferred within DCPS
Helena Payne Chauvenet	Maury ES	5	Not retained
Karen Rivas	Stoddert ES	2	Not retained
Errol Johnson	Hardy MS	0	Transferred within DCPS
Greg Dohmann	Jefferson MS Academy	5	Transferred within DCPS
Courtney Wilkerson	Sousa MS	7	Transferred within DCPS
Vanessa Anderson	Bard HS Early College DC	4	Not retained
Merlyne Graves	Garfield ES	1	Transferred within DCPS
Willie Jackson	Ballou HS	5	Retired
William Haith	Anacostia HS	5	Transferred within DCPS
Gwendolyn Payton	Beers ES	17	Transferred within DCPS
Harold McCray	Stanton ES	4	Transferred within DCPS
Shenora Plenty	Wheatley EC	6	Transferred within DCPS

Staff listed as “Not Retained” did not return to work at DCPS this fall. Of the staff listed as “Transferred within DCPS,” three are employed as Principals at other DCPS schools, four are employed in other instructional roles within schools (Instructional Coach, Assistant Principal, or Principal in Residence), and two are employed within Central Services – one as an Instructional Superintendent supervising Principals and one as the Director of 6<sup>th</sup> Grade Academies.

2. **For each of the past five school years, please provide:**
  - a. **The total number of principals who did not return to be the principal of the school they led in the previous year.**
  - b. **In aggregate, the reasons the principals did not return (e.g., six retired, 3 were terminated, 2 left for another school district, 4 transferred to be principals of another school, etc.)**

School Year	Retired	Not Retained	Transferred Within DCPS	Total
19-20	0	6	11	17



20-21	2	7	8	17
21-22	1	10	4	15
22-23	3	8	7	18
23-24	1	4	9	14
<b>Total</b>	<b>10</b>	<b>38</b>	<b>35</b>	<b>83</b>

3. Please share the total number of schools in your LEA and the total number of schools that had principal turnover in the past five years.

Within DCPS, there are 117 schools. At 52 schools, there was principal turnover in the past five years. This means that the principal at the school today is not the same as the principal five years ago. At 65 schools, there was no principal turnover in the past five years and the principal today is the same as the principal five years ago.

4. Of the total number of principals that left their role in the past five years, the average (mean, median, and mode) time the principals had been principal at the school they left.

Total Number of Principal that Left Role in Past Five Years	Time The Principal Had Been Principal At The School They Left		
	Mean	Median	Mode
19-20	4	4	3
20-21	3	4	1
21-22	4	3	1
22-23	6	5	4
23-24	4	4	4

5. What is the average tenure of principals in your LEA? Answer providing the mean, median, and mode as of your answer date. For principals who have been principal at more than one school, calculate the answer based on only their current school.

Average Tenure of Principals		
Mean	Median	Mode
5	4	0 or 1 (15 each)

As detailed in Question #1, please note that 14 DCPS principals did not return to the same school to be principal in SY 2023 – 2024 that they were principal of in SY 2022 – 2023. Please note that 15 principals are in their first year at their current school. MacArthur High School is the 15<sup>th</sup> school with a principal in their first year at their current school because MacArthur High School is in its first year of operation. Therefore, MacArthur High School is not mentioned in Question #1 but is included in the 15 schools noted for this question.

6. Please list all of the instructional superintendents for SY 2020 – 2021 and each year thereafter including this SY 2023 – 2024. For each superintendent, each year, give the number of principals in their cluster who did not return to be principals of the same school.



Cluster	School Years 20-21 – 21-22		School Years 21-22 – 22-23		School Years 22-23 – 23-24		School Year 23-24
	<i>Instructional Superintendent in 20-21</i>	<i>Principals Not Returning in 21-22</i>	<i>Instructional Superintendent in 21-22</i>	<i>Principals Not Returning in 22-23</i>	<i>Instructional Superintendent in 22-23</i>	<i>Principals Not Returning in 23-24</i>	<i>Instructional Superintendent in 23-24</i>
1	Katie Larkin	2	Katie Larkin	1	Katie Larkin	1	Gwen Payton
2	Mary Ann Stinson	2	Mary Ann Stinson	0	Mary Ann Stinson	2	Mary Ann Stinson
3	Elizabeth Namba	1	Tenia Pritchard	1	Tenia Pritchard	1	Tenia Pritchard
4	Shawn Stover	2	Shawn Stover	3	Andria Caruthers	2	Andria Caruthers
5	Eric Bethel	3	Eric Bethel	2	Eric Bethel	2	Eric Bethel
6	Kim Jackson	2	Carolyne Albert-Garvey	2	Carolyne Albert-Garvey	0	Katie Larkin
7	Andria Caruthers	1	Andria Caruthers	2	Harry Hughes	3	Harry Hughes
8	Drewana Bey	2	Kim Martin	6	Kim Martin	2	Kim Martin
9	David Pinder	1	JuDonn DeShields	0	Jerry Jellig	1	David Pinder
10	Jerry Jellig	3	Jerry Jellig	2			

7. Please list each of your schools, the principal of that school as of your answer date, and how long that principal has been principal of that school as of your answer date. If the principal is newly hired or designated, the answer to how long is zero.

Name of School	Name of Principal	Years of Service
Amidon-Bowen ES	TaMikka Sykes	7
Anacostia HS	Kenneth Walker	0
Ballou HS	William Haith	0
Ballou STAY HS	Gloria Bumpass	1
Bancroft ES	Jessica Morales	4
Bard HS Early College DC	Kym Sturdivant	0
Barnard ES	Grace Reid	14
Beers ES	Kennard Branch	0
Benjamin Banneker HS	Anita Berger	18
Brent ES	Norah Lycknell	6
Brightwood ES	Maurice Kennard	10
Brookland MS	Kerry Richardson	6
Browne EC	Shawna Dix	2
Bruce-Monroe ES	Alethea Bustillo	8
Bunker Hill ES	Jennifer Tompkins	3
Burroughs ES	Levar Jenkins	7
Burrville ES	Chunita Pilgrim	3
C.W. Harris ES	Derek Gorham	3



Capitol Hill Montessori	Kim Adutwum	5
Cardozo EC	Art Mola	4
Cleveland ES	Taeneress Griffin	1
Columbia Heights EC	Maria Tukeva	42
Coolidge HS	Semanthe Bright	6
Deal MS	Diedre Neal	6
Dorothy I. Height ES	Masi Preston	8
Drew ES	Naimah Salahuddin	10
Duke Ellington School of the Arts	Sandi Logan	6
Dunbar HS	Nadine Smith	5
Eastern HS	Steven Miller	1
Eaton ES	Brandon Eatman	0
Eliot-Hine MS	Marlene Magrino	5
Excel Academy	Shaunte Daniel	2
Garfield ES	Jon Rolle	0
Garrison ES	Brigham Kiplinger	6
H.D. Cooke ES	Ryan Lam	5
H.D. Woodson HS	William Massey	5
Hardy MS	Maurine Westover	0
Hart MS	Charlette Butler	9
Hearst ES	Elke Chen	0
Hendley ES	Demetrius Lucas	2
Houston ES	Camille Townsend	3
Hyde-Addison ES	Calvin Hooks	5
Ida B. Wells MS	William Lyles	1
J.O. Wilson ES	Mitchell Brunson	5
Jackson-Reed HS	Sah Brown	1
Janney ES	Danielle Singh	2
Jefferson MS Academy	Allecyn Howard	0
John Lewis ES	Nikeysha Jackson	4
Johnson MS	Latisha Coleman	2
Kelly Miller MS	Donnell Cox, Jr.	1
Ketcham ES	LaCondria Beckwith	2
Key ES	David Landeryou	22
Kimball ES	Eric Dabney	3
King ES	Angel Hunter	8
Kramer MS	Katreena Shelby	4
Lafayette ES	Carrie Broquard	9
Langdon ES	Kemi Baltimore-Husbands	9
Langley ES	Kristina Kellogg	3
LaSalle-Backus ES	Shelly Gray	4
Lawrence E. Boone ES	Kimberly Douglas	3



Leckie ES	Niyeka Wilson	7
Lorraine H. Whitlock ES (formerly Aiton ES)	Malaika Golden	8
Ludlow-Taylor ES	Penelope Miller	2
Luke C. Moore HS	Rodney Wormsley	5
MacArthur HS	Harold McCray	0
MacFarland MS	Lucas Cooke	1
Malcolm X ES at Green	Zara Berry-Young	8
Mann ES	Brooks Warnick	1
Marie Reed ES	Katie Lundgren	9
Maury ES	Leah Hassler	0
McKinley Tech EC	Kortni Stafford	1
Miner ES	Lawrence Dance	1
Moten ES	Akela Dogbe	6
Murch ES	Chris Cebzynski	12
Nalle ES	Laena Lee	1
Noyes ES	Kermit Burks	6
Oyster-Adams Bilingual School	Elkin Pineda	2
Patterson ES	Victorie Thomas	11
Payne ES	Stephanie Byrd	7
Peabody ES & Watkins ES	MScott Berkowitz	3
Phelps Architecture, Construction, and Engineering HS	Cara Fuller	1
Plummer ES	Terri Fuller	7
Powell ES	O'Kiyah Lyons-Lucas	8
Randle Highlands ES	Kristie Edwards	7
Raymond ES	Natalie Hubbard	13
River Terrace EC	Aimee Cepeda	8
Ron Brown College Preparatory HS	Charles (Reggie) Hunt	3
Roosevelt HS	Courtney Wilkerson	0
Roosevelt STAY HS	DeWayne Little	6
Ross ES	Holly Searl	13
Savoy ES	Lisa Rosado	6
School Without Walls @ Francis	Shanna Young	3
School Without Walls HS	Sylvia Isaac	3
School-Within-School @ Goding	John Burst	11
Seaton ES	Veronica Torres	1
Shepherd ES	Tyra Russell	1
Simon ES	Franchita Eborn	3
Smothers ES	Kiana Williams	7
Sousa MS	Brittany Green	0
Stanton ES	Allen Richardson	0
Stevens ELC & Military Road Early Learning Center	Amelia Hunt	3
Stoddert ES	Alysia Lutz	0



Stuart-Hobson MS	Eric Fraser	2
Takoma ES	Brandon Clayton	2
Thomas ES	Jaimee Trahan	5
Thomson ES	Carmen Shepherd	12
Truesdell ES	Tracy Foster	3
Tubman ES	Amanda Delabar	10
Turner ES	Jessica Johnson (Morris)	4
Tyler ES	Jasmine Brann	4
Van Ness ES	Maquita Alexander	1
Walker-Jones EC	Clinton Turner	7
Wheatley EC	Amanda Schmitt	0
Whittier ES	Tiffany Johnson	5

8. Please list for the top five educator preparation programs (i.e., Relay Graduate School of Education, Teach for America, GWU Graduate School of Education) that contribute new teachers to your LEA and the average, median, and mode of the tenure of those teachers.

Name of Educator Prep Program	Average Tenure of Teachers (Years of Lead Teaching)		
	Mean	Median	Mode
City Teaching Alliance (formerly Urban Teachers) <i>n</i> = 371	2.65	2.5	3
Teach For America <i>n</i> = 322	3.29	2	2
Relay GSE Teacher Residency Program <i>n</i> = 104	2	2.31	0
Howard University Teacher Residency Program <i>n</i> = 12	1.83	2	1
Georgetown University Teacher Residency Program <i>n</i> = 10	2.5	2	2

*Please note:*

- City Teaching Alliance (data available since 2014) includes a 1-year residency + 3-year lead teaching commitment
- Teach for America (data available since 2011) includes a 2-year lead teaching commitment
- Relay GSE Residency (data available since 2018) includes a 1-year residency + 1-year lead teaching commitment
- Howard Residency (data since 2020) includes a 1-year residency + 1-year lead teaching commitment
- Georgetown Residency (data since 2019) a 1-year residency + 1-year lead teaching commitment
- *N* size = the number of teachers DCPS has offered a job to from the Educator Preparation Program

9. Please break down each responsibility your teachers are expected to carry out and how much time they are expected to devote to each responsibility over the course of a week. For example, 4 hours a week preparing for classes, 24 hours a week teaching front of students, 1 hour a week contacting families, etc.

DCPS adheres to the responsibilities outlined in the [Washington Teacher’s Union Collective Bargaining Agreement](#) regarding working hours, planning time, and family engagement. Responsibilities vary to some extent by age of student, school schedule, and depending on the specific role of the educator. For example, elementary school



teachers receive 225 minutes per week for planning which may include “planning lessons, reviewing student work, maintaining student records, holding conferences, and other similar activities while secondary school teachers have five planning periods per week that are the length of a class period. More information on planning periods can be found in Section 23.6. As detailed in Section 23.2, the typical workday for teachers is 7.5 hours. As detailed in Section 23.9, teachers are responsible for conferences with parents through a variety of means and are expected to attend no more than four parent-teacher conference days during each school year. Section 23.11 provides information on various types of faculty meetings.

The essential duties and responsibilities for a DCPS teacher are further detailed below:

- Sets and reinforces clear expectations and routines that are aligned with the school’s overall vision.
- Develops and implements curricula and activities to meet academic standards.
- Thoughtfully plans daily lessons and implements specific strategies to meet the needs of all students, providing extra support, enrichment, or variation of work when necessary.
- Demonstrates strong content knowledge.
- Designs and implements assessments that measure progress towards academic standards; and diagnoses areas of student misunderstanding.
- Uses assessment data to refine curriculum; and informs instructional practices.
- Is accountable for students’ academic growth; and increases each individual student’s achievement.
- Creates a positive, achievement-oriented learning environment.
- Reflects on successes and areas of growth as a teacher, seeks to improve performance, and responds to feedback.
- Participates in collaborative curriculum development, grade-level activities, and school-wide functions.
- Invests parents and families in their children’s academic success through regular communication.

**10. Please break down each responsibility your principals are expected to carry out and how much time they are expected to devote to each responsibility over the course of a week. For example, 10 hours a week observing educators, 2 hours a week meeting families, etc.**

DCPS hires principals to lead in complex and nuanced environments. Each school community’s context is different and requires a unique focus for each principal. The Leadership Framework, used to evaluate our school leaders, provides six key domains for leadership actions; instruction, talent, school culture, operations, family and community, and personal leadership. First and foremost, our school leaders are instructional leaders, meaning they are expected to spend most of their time on the work of improving outcomes for students within their schools. From there, we empower principals with the support of their instructional superintendents to determine the best utilization of their time and talents among the other areas to meet the needs of their school in coordination with the rest of their leadership team. The role of the principal is fluid and dynamic, and our leaders adjust accordingly. DCPS adheres to the responsibilities outlined in the [Council of School Officers Collective Bargaining Agreement](#). More information about the responsibilities within each domain of the Leadership Framework is below.

**Instruction**

- Develops the school’s instructional vision and goals.
- Oversees effective school- and classroom-level planning.
- Ensures effective classroom instruction.
- Establishes a culture of data-driven instruction.

**Talent**

- Identifies and strategically places outstanding talent.



- Evaluates staff members, provides support, and removes low performers.
- Retains key staff and builds leadership capacity.

#### School Culture

- Creates a positive, student-centered environment.
- Ensures students meet high academic and behavioral expectations.
- Implements effective interventions that support student success.

#### Operations

- Efficiently manages school operations.
- Maximizes impact of limited resources.
- Fulfills all legal and policy requirements.

#### Family & Community

- Builds relationships with families and community members.
- Efficiently responds to families' inquiries and concerns.
- Shares information with families to support their children's success.

#### Personal Leadership

- Engages in continuous self-improvement.
- Communicates effectively.
- Demonstrates cultural competence.
- Perseveres in the face of obstacles.

A complete explanation of the Leadership Framework can be found in DCPS' [School Leader IMPACT Guidebook](#).

### **11. Please list all supports all new teachers receive, how frequently, and the length of time they receive those supports in total.**

DCPS welcomes new educators with a new educator orientation that is specifically designed to provide foundational knowledge and resources to set new-to DCPS educators up for success as they prepare for Pre-Service with their colleagues. Following this event, new educators may participate in 1) professional learning sessions on topics related to educator wellness, policies, initiatives, or systems, 2) synchronous and asynchronous sessions specifically related to IMPACT, the evaluation system at DCPS, and 3) events that bring new educators together for community building opportunities. New educators also receive school-specific supports and benefit from content-specific learning through Learning Together to Advance our Practice (LEAP). LEAP is a weekly cycle of development in small content-specific professional learning communities (LEAP Teams) at each school. These teams are led by content experts (LEAP Leaders) at each school.

Each weekly cycle has two parts:

1. *90-minute LEAP Seminar*: During this time, teachers will deepen their content knowledge and hone their expertise of the Common-Core aligned teaching practices that are most important for their content areas. In a LEAP Seminar, teachers will deepen their knowledge of a core instructional practice and plan seminar learnings into an upcoming lesson. In subsequent seminars, they will analyze student work from a lesson and plan how to respond to student work. This cycle of three LEAP Seminars makes up a larger unit of study, a LEAP Module. For example, elementary math teachers might engage in a LEAP Module to deepen their





understanding of how to facilitate mathematical discourse and encourage students to explain their mathematical thinking.

2. *LEAP Coaching Touchpoint*: During this portion of the cycle, teachers receive one-on-one, growth-oriented feedback through one of three coaching touchpoints: Observation and 5P Debrief, Modeling and Debrief, and Co-planning. The choice between coaching touchpoints allows for LEAP Leaders to use data to differentiate support based on the needs of the teacher and is connected to the learning from the LEAP Module.

Additional supports for new teachers are listed below.

Support	Frequency	Length of Time
New Educator Orientation	Annual	3 days (18hrs)
New Educator Network PLC	Monthly	1hr
New Educator Impact Series	Monthly	1hr
New Educator Community Events	Monthly	2hrs
Asynchronous: IMPACT Onboarding 6-week series for New-to-DCPS Teachers	N/A	7hrs

**12. Please list all supports all new principals receive, how frequently, and the length of time they receive those supports in total.**

Support	Frequency	Length of Time
BASE (Building a Strategic Entry) Camp Orientation	Yearly	5 days
1st year Principal Professional Learning Community	Monthly	2 hours
1:1 leadership coaching	Monthly	1-2 hours
Veteran Principal Partners	Monthly	1 hour
Cluster Meetings	Monthly	8 hours
Leadership Academy	Quarterly	8 hours
Summer Leadership Institute	Yearly	8 hours
Superintendent Check-ins/Visits	Weekly	1-2 hours

*BASE (Building a Strategic Entry) Camp Orientation* is a week-long orientation for school leaders that includes opportunities to connect and collaborate with central services teams and prepare an entry plan for the upcoming school year.

The *1st year Principal Professional Learning Community* is a support group of first-year principals that collaboratively works on problems of practice and provides opportunities for new principals to work with central services teams on specific topics of concern.

*1:1 Leadership Coaching* includes opportunities for first-year principals to work closely with DCPS' Director of Principal Development during in-person school visits.

Through *Veteran Principal Partners*, DCPS first-year principals are matched with veteran principals who serve as mentors. These mentors are current principals who receive specific training in how to support new principals as peers.



During *Cluster Meetings*, principals meet monthly with their Instructional Superintendents to discuss DCPS priorities and receive support from Central Services. These are also opportunities to discuss problems of practice and collaborate with other principals.

*Leadership Academy* is a quarterly convening for all principals across DCPS to come together for professional learning on key priorities like the Science of Reading.

*Summer Leadership Institute* is a yearly convening of all school leaders to set District-wide vision and priorities and to strengthen relationships with colleagues.

During *Superintendent Check-ins/Visits*, Instructional Superintendents – who supervise and evaluate principals – meet to plan for the upcoming week and to discuss challenges and opportunities. All DCPS Instructional Superintendents were formerly DCPS principals.

We look forward to the opportunity to testify and answer questions at the upcoming hearing on Wednesday, November 29<sup>th</sup>.

Sincerely,

Lewis D. Ferebee, Ed.D.  
Chancellor  
DC Public Schools