



OSSE's December 2018 Monitoring Report: Attendance and Graduation Outcomes at DCPS

Pursuant to the attendance and graduation reviews that occurred during the 2017-18¹ school year and in accordance with its oversight authority as the state education agency (SEA) for the District of Columbia, the DC Office of the State Superintendent of Education (OSSE) has continued to monitor District of Columbia Public Schools' (DCPS) efforts to ensure systemic, sustained improvement in grading, attendance, promotion, and graduation policies and procedures. This monitoring report reflects OSSE's review of DCPS' first biannual reporting of progress against the DCPS Graduation Excellence Work Plans and Long-Term Objectives.²

As requested by OSSE, DCPS submitted evidence and deliverables for actions with due dates through Oct. 1, 2018 from both their short-term work plan and long-term objectives. The work plans and long-term objectives both cover the following five work streams:

1. Graduation Verification;
2. Student Supports;
3. Scheduling;
4. Summer School; and
5. Policy.

Each work stream, along with what DCPS submitted as evidence of completion of actions is described below. Since its initial work plan submission, DCPS has also identified an additional ongoing "Strategy and Continuous Improvement" work stream focused on reviewing and evaluating the overall effectiveness of their Graduation Excellence strategy and adjusting, as needed, based on student data, stakeholder feedback, and implementation progress. DCPS will be conducting these activities at mid-year and end-of-year.

Unless noted otherwise, all goals, rationale for goals, measures of success, key deliverables, and long-term objectives were developed by DCPS. OSSE's assessment of progress and evidence to date is focused on short-term deliverables related to the 2018 graduation cohort and planning activities for the 2018-19 school year. Future OSSE monitoring reports will focus on long-term objectives and ongoing activities.³

Additional Monitoring Activity

As part of ongoing monitoring of DCPS, OSSE's graduation calculation for DCPS' class of 2018 included additional levels of verification for DCPS graduation results, focusing on files from campuses where last year's report found significant issues. Overall, OSSE's audit found that DCPS is complying with its own policies and local regulation, and has made improvements to ensure sound internal practice. A copy of the summary document can be found in Appendix C.

¹ A summary of key related events can be found in Appendix A.

² As described in OSSE's June 2018 monitoring report, over the course of a two-year monitoring period, DCPS will be required to submit to OSSE biannual (twice yearly) reporting with supporting documentation.

³ DCPS provided updates regarding long-term objectives and ongoing activities that are already in progress. Those updates are included here as Appendix B.

Short-Term Work Stream I: Graduation Verification

Goals:

- Ensure the value of a DCPS diploma for 2018 graduates.
- Create a training and monitoring plan for the 2018-19 school year and beyond.

Rationale: To ensure the value of the DCPS diploma for 2018 graduates so that all graduates feel confident they have earned their diplomas.

Measure of Success:

- Complete the updates to the graduation requirements and ensure that the system of records credits (Aspen) aligns with these policies prior to the graduation verification process beginning in spring 2018.
- Complete the graduation verification process on time and according to District policies.

Short-Team Key Deliverables: 2018 Cohort & Graduates	DCPS Progress Assessment
Monitor the graduation status of every student and post public Adjusted Cohort Graduation Rate (ACGR) updates at the end of each term and summer school.	Previously completed: Term 2 and Term 3 Completed: Term 4 (DCPS intentionally did not release data in summer so as not to conflate with 2018 graduation data, which will be released in November by OSSE.)
Conduct manual review of individual student transcripts for all students in the 2018 cohort.	Previously completed
Implement system improvements in Aspen to support compliance with grading and attendance policies: Automated term failures at 10+ unexcused absences and course failures at 30+ unexcused absences.	Previously completed
Provide ongoing training, resources, and technical assistance to key staff on graduation-related policies including clarification of requirements, roles, and responsibilities.	Ongoing staff training was provided starting in December 2017 through multiple mediums.
Publish and implement an updated graduation verification calendar, including school-level and central office review of student transcripts.	Complete

Short-Term Key Deliverables: Planning for the 2018-19 School Year	DCPS Progress Assessment
Ensure 95 percent of staff (school and central) complete policy and systems training.	Between July and September, DCPS held more than 25 trainings on the updated policies and implementation, including central office-led trainings held at every high school. Trainings were held at summer professional development sessions for school leaders and operations staff. All school leaders completed mandatory training and 903 high school teachers had signed an online acknowledgement of receiving

	training. We are finding it hard to certify the 95 percent due to roster discrepancies and tracking issues and are taking steps to resolve those challenges.
Continue necessary Aspen updates to support data quality and compliance with policies.	This was complete for spring of 2018. DCPS has made appropriate adjustments for the 2018–19 school year in alignment with new regulation and policy.
Launch a Graduation Monitoring Framework to ensure ongoing compliance with law, regulation, and policy.	In progress: Full implementation to launch in November.

Evidence Submitted to OSSE

1. List of 2018 Graduation Excellence Policy and Implementation Trainings
 - School-wide policy training sessions were held at all high schools. They began on Aug. 22 and were completed on Sept. 21. Policy trainings for school leaders and key staff were held during a Summer Operations Institute, a Summer Leadership Institute, a Secondary Policy Leadership Academy, and a Pre-K – 8 Leaders Webinar (Oct. 17 and 19).
2. Policy Training Sign-In & Check for Understanding
 - Attendees at the school-wide policy trainings were required to complete a Training Sign-In & Check for Understanding. The web-based document required each person completing it to provide identifying information (Name, DC Government Email Address, School (each high school listed), Role), answer eight content-based questions to demonstrate understanding of school-wide policies and confirm access to the training materials, and electronically sign to indicate that they received the training.
3. Sample Communication – Mandatory Training for Elementary School, Middle School, and Education Campus Leaders
4. Policy Training Decks
 - Operations Institute - Polices and Systems: Excellence in Attendance, Secondary Grading, Promotion, and Graduation (Summer 2018)
 - School Year 2018-2019 School-Wide Policy Training: Attendance, Grading Promotion and Graduation (High School)
 - School Year 2018-2019 School-Wide Policy Training: Attendance, Promotion and Grading (PK8)
 - 2018 Summer Leadership Institute Polices and Systems Training (Elementary)
 - 2018 Summer Leadership Institute Polices and Systems Training (Secondary)

OSSE Assessment of Progress and Evidence to Date

Based on the review of the documentation for the audit of 2018 certified graduates, DCPS has made progress since the Alvarez & Marsal (A&M) investigation into DCPS’ graduation and attendance policies and its report released in January 2018. Compared with the rates of compliance presented in the A&M report, compliance rates for the graduating class of 2018, based on the sample, are much improved. A significant number of policy violations outlined in the A&M report were for excessive absences in regular instruction courses required for graduation; OSSE did not find any violations of that nature in this sample of 2018 certified graduates. However, some compliance issues exist in graduation pathways that are intended to support struggling students, such as credit recovery and summer school. Although there

was not full compliance with its policies, it is clear that DCPS has implemented – and is in the process of implementing – more internal controls. These internal controls include processes to notify students and families when attendance may impact passing a course as well as standardized systems to assist with greater school-level compliance with stated attendance and graduation policies, including the automation of policy enforcement within the DCPS student information system.

The audit also identified areas for DCPS to address for continuous improvements. OSSE recommends that DCPS clarify the application of the attendance policy to competency-based courses and strengthen the appeals process.

As a next step, OSSE also formally requests the submission of updated Aspen business rules documenting the changes completed in spring 2018 and the subsequent adjustments made for the 2018-19 school year. Please see Appendix B for DCPS updates regarding long-term objectives and ongoing activities in this area.

Short-Term Work Stream II: Student Supports

Goals:

- Ensure every student, including students with disabilities, has an achievable plan and clear path toward graduation.
- Provide students with social emotional, attendance and extended learning supports.

Rationale: The full implementation and enforcement of the grading and attendance policies have impacted students’ progress toward graduation.

Measure of Success: Students have access to multiple clear pathways to graduation; students and families are informed about progress and opportunities; students have robust options for additional support; all schools offer courses in accordance with expectations.

Short-Term Key Deliverables: 2018 Cohort & Graduates	DCPS Progress Assessment
Created alternative pathways to original credit in second semester for students who failed courses due to absences.	Previously completed
Hosted individual meetings with students and their families to review progress to date and ensure they understand the next steps needed to graduate, including meeting the community service hour requirement.	Previously completed and ongoing
Hosted resource fairs at all nine comprehensive high schools to inform students of opportunities with community partners and agencies.	Previously completed
Increased communication and resources for students and families, including an FAQ on graduation-related policies and school-specific resource profiles with information about tutoring, mentoring, and other academic and social emotional supports.	Complete: Information was posted on DCPS website and mailed home with Term 3 report cards. FAQs were posted online and shared with school staff and families in March and April 2018.

Key Deliverables: Planning for the 2018-19 School Year	DCPS Progress Assessment
Launch streamlined graduation and post-secondary planning in an online platform (Naviance) that will be accessible to students, families, and staff.	Complete and ongoing: Naviance is now in use in all high schools and staff are training students and families to use the systems.
Redesign and launch credit recovery programming.	In progress: New policy was posted for public comment Oct. 4-18 with a goal of finalizing by Oct. 31. Credit recovery programming is scheduled to begin Nov. 5.

Evidence Submitted to OSSE

Attendance

1. Attendance Awareness Month Social Media Campaign – September 2018
 - Plan to highlight school-specific attendance efforts from Sept. 10-21 on Twitter, Instagram, and Facebook.
2. 2018 Attendance Initiatives – Summer Bridge Engagements Overview
 - Describes two summer bridge engagements designed to target two critical transition years: rising ninth-grade and kindergarten students.
 - Rising Eighth to Ninth Grade Bridge Engagement – Five comprehensive high schools paired with feeder middle schools to work with 68 students to create Ninth Grade Transition Success Plans, including clubs and activities of interest and identifying how the high school could support the student with attendance in the ninth-grade year. The students are also paired with adults in the high school buildings and received “virtual touch points” through the summer in anticipation of the high school start. (Sample Ninth Grade Transition Success Plan - Kelly Miller Middle School to Woodson High School.)
 - Kindergarten Readiness Orientation – six elementary schools and pre-K programs hosted Kindergarten Readiness Orientations to celebrate families entering kindergarten, encourage personal touch points with kindergarten teachers and the principal, and highlight key student attendance data.
3. CSP Elementary Template - With Attendance
 - According to DCPS’s report of progress against long-term objectives, DCPS “provided guidance and templates to schools around integrating attendance support plans into their [Comprehensive School Plans (CSPs)]. All schools were required to include attendance plans in their CSPs, with the exception of a small number of non-priority schools, which were given a choice between including an attendance section or a social-emotional learning section in their CSP.”
4. School Attendance Self-Assessment Tool

Credit Recovery

1. Credit Recovery Policy Draft for Public Comment⁴
 - Policy applies credit recovery courses offered during the regular school day, after school, during evening time, and over the summer.
2. Draft Credit Recovery Coordinators Monthly Meeting slide deck (Oct. 18, 2018)
 - Objective of the training deck was to explore the context of credit recovery, understand instructional expectations for credit recovery courses, review the proposed policy, discuss implementation, address questions, and receive feedback.
3. Credit Recovery Letter to Principals (Oct. 19, 2018)
 - On Oct. 19, 2018, DCPS’s Interim Chief of Secondary Schools sent a letter to all principals sharing highlights of the new credit recovery policy and emphasizing the role of school

⁴ The policy was subsequently finalized on Nov. 5, 2018 and is available here: <https://dcps.dc.gov/prekto graduation>.

administrators as responsible for monitoring the quality of credit recovery classes in their buildings and stressing the imperative that teachers track student progress and obtain evidence of mastery.

Graduation and Postsecondary Planning

4. Letter of Understanding (LOU) Conferences for Seniors
 - This document provides school-by-school metrics against the expectation that every high school was responsible for conducting an LOU conference by Sept. 21, 2018 for all potential 2018-19 school year graduates. Individual school completion rates varied from 38 percent to 100 percent; the overall completion rate across DCPS high schools was 75 percent.
 - A sample email sent to individual school principals on Sept. 28 was included.
5. SY2018-19 Comprehensive School Plan (CSP) Guidance for Schools – DRAFT – and Comprehensive School Plan (CSP) Example – Graduation and Postsecondary Goals
 - According to DCPS’ report of progress against long-term objectives, “[a]ll high schools were required to include a graduation and post-secondary planning focus in their CSP and **100% of schools were found to be in compliance**. CSPs were reviewed by instructional superintendents and the Office of School Design and Continuous Improvement by September 30, 2018.”

Parent/Guardian Communication and Engagement

6. Ninth Grade Academy Aspen Update – October 2018
 - This document described ongoing Ninth Grade Academy Aspen support work and provides school-by-school percentages of parents with Aspen Parent Portal access and students with Student Portal access.
7. Link to Online Parent Portal Trainings
 - Provides a link to instructional videos for parents learning to use the Aspen Parent Portal. <https://dcps.dc.gov/page/parent-portal>
8. Parent Portal Infographic
 - Provides answers to the Top 5 Questions about the Parent Portal.
9. Parent Portal Postcard
 - Advertises the Parent Portal and provides instructions for getting started.
10. Parent Portal Principal Webinar Details
 - Covered family access, what information can be viewed, and questions.

OSSE Assessment of Progress and Evidence to Date

DCPS has submitted evidence that demonstrates that progress continued to be made in this area. The successful implementation of the updated Credit Recovery Policy will be critical to demonstrating continuous improvement in subsequent monitoring periods. Please see Appendix B for DCPS updates regarding long-term objectives and ongoing activities in this area.

Short-Term Work Stream III: Scheduling

Goals:

- Design a system and process for creating and approving schedules for the 2018-19 school year and beyond.
- Ensure all secondary master schedules and individual student schedules are completed and aligned with DCPS expectations and District regulations.

Rationale: It is imperative that all schools' master schedules provide students with robust opportunities to participate in coursework aligned to graduation requirements. All schedules must be informed by relevant stakeholders and aligned with all code and regulations.

Measure of Success: Master schedules are streamlined to ensure all courses meet appropriate seat time, and the course offerings are aligned to graduation requirements. Schools will schedule students according to clear mandatory requirements and guidance; all students will be scheduled according to their graduation needs (including [students with disabilities and English learners]) and preferences when possible.

Short-Term Key Deliverables: 2018 Cohort & Graduates	DCPS Progress Assessment
After Term 2, reviewed progress of students who were off-track and made any necessary schedule adjustments into alternative pathways to graduation, as appropriate (alternate original credit, credit recovery, Opportunity Academy referral)	Previously completed

Short-Term Key Deliverables: Planning for School Year 2018-19	DCPS Progress Assessment
Conduct comprehensive review of DCPS course offerings to ensure alignment with regulation.	Previously completed
Redesign scheduling process to include: <ul style="list-style-type: none"> • Required one-on-one academic planning conferences with every student, • Robust central office approval and monitoring process, • Standardized bell schedule and calendar for comprehensive high schools. 	Complete
Provide comprehensive guidance and training to schools on new scheduling requirements and process.	Previously completed; technical assistance ongoing.
Develop an updated scheduling application (QuickBase) to allow for systematic review of master schedules to ensure compliance with regulation and policy.	Complete
Ensure 100 percent of school master schedules have been reviewed and approved by central office.	Complete

Evidence Submitted to OSSE

- N/A – all deliverables previously completed.

OSSE Assessment of Progress and Evidence to Date

DCPS did not submit any evidence for this short-term work stream because all deliverables were previously completed. Please see Appendix B for information regarding long-term objectives and ongoing activities in this area.

Short-Term Work Stream IV: Summer School

Goal:

- Ensure robust summer learning opportunities to meet the needs of the 2018 cohort, including students with disabilities and English learners.

Rationale: The High School Summer School Program provides DCPS students the opportunity to remain on track toward promotion or graduation.

Measure of Success: Success for the High School Summer School Programs will be measured quantitatively by the number of students enrolled and the percentage of students who earn credit in either credit recovery or original credit courses. Success will also be measured quantitatively by mastery of the content.

Short-Term Key Deliverables: 2018 Cohort & Graduates	DCPS Progress Assessment
Operational planning: Identify program sites and summer school principals, and initiate teacher recruitment.	Complete
Determine feasibility of meeting seat-hour requirement to offer original credit courses during summer school.	Complete: DCPS offered original credit courses in the summer for the first time.
Ensure access to programming for students with disabilities and English learners.	Complete: Clarified guidance for schools; updated staffing model to ensure students received appropriate services and supports.
Analyze Term 3 failure data to determine student/course need and enrollment projection.	Complete
Provide enhanced guidance to families regarding promotion, retention, and summer school.	Complete

Evidence Submitted to OSSE

- None.

OSSE Assessment of Progress and Evidence to Date

DCPS did not submit any evidence for this short-term work stream because all deliverables were previously completed. Please see Appendix B for DCPS updates regarding long-terms objectives and ongoing activities in this area.

Short-Term Work Stream V: Policy

Goals:

- Gather input and feedback on our vision for graduation excellence and update relevant policies and systems for the 2018-19 school year.
- Ensure our policies are accessible to staff, students, family, and the community.

Rationale: The publishing of clear, concise, and easily understandable graduation policies and implementation guidance will help students, parents, school-based and central office staff understand their roles and promote accountability and transparency around graduation.

Measure of Success: By June 29, publish clear, concise, and easily understandable graduation policies and implementation guidance. Additionally, staff should be well trained on the plan, and it should be accessible for stakeholders.

Short-Term Key Deliverables: 2018 Cohort & Graduates	DCPS Progress Assessment
Host policy engagement sessions with internal and external stakeholders across the city.	Complete: Held more than 20 public engagement sessions, in addition to a survey of school-based staff.
Publish profile of a DCPS graduate.	Complete: Released with Term 3 ACGR update.
Post proposed regulatory revisions and policy updates for 30-day public comment period.	Complete: Attendance, Secondary Grading, Graduation, and Student Promotion Policies were posted online June 22 – July 22, 2018.
Finalize Graduation; Grading; Promotion and Retention; Attendance policies.	Complete: Final policies posted online and staff trainings held July – September.
Publish parent-student and staff handbooks.	Complete: Staff implementation protocols published and shared during pre-service. Pre-K – Graduation: A Policy Guide for Families was released on Aug. 21 in five languages and hard copies were printed for all students.

Evidence Submitted to OSSE

1. Summary: Response to Public Feedback on DCPS Regulations and Policies (available [here](#))
 - This document summarizes the process DCPS used to develop and solicit public feedback regarding new attendance, graduation, secondary grading, and student promotion policies.
2. DCPS Graduation Policy and Regulations Public Feedback (available [here](#))
 - This document provides a table of public comments received by DCPS on proposed policy and regulation changes posted from June 22 to July 22, 2018.

3. Email from Interim Chancellor Alexander to the DCPS Community releasing updated policies and regulations related to attendance, graduation, secondary grading, and student promotion (Aug. 21, 2018)
4. Pre-K to Graduation: A Policy Guide for Families (School Year 2018-19)
 - The policy guide is available on a Pre-K to Graduation Policies landing page: <https://dcps.dc.gov/prektograduation>
5. DCPS Attendance and Truancy Policy (Aug. 13, 2018)
 - Attendance Implementation Protocol: Quick Reference Checklist and Calendar (Updated Sept. 4, 2018)
6. DCPS Student Promotion Policy (Aug. 13, 2018)
 - PK-12 Promotion and Retention Implementation Protocol: Quick Reference Checklist, Key Dates Calendar, and FAQ (Updated August 2018)
7. DCPS Secondary Grading and Reporting Policy (Aug. 13, 2018)
 - Secondary Grading Implementation Protocol: Quick Reference Checklist, Key Dates Calendar, and FAQ (Updated Aug. 2018)
8. DCPS Graduation Requirements (Aug. 13, 2018)
 - Graduation Implementation Protocol: Quick Reference Calendar and FAQ (Updated August 2018)
9. Job Description for Deputy Chief, Policy and Systems Improvement

OSSE Assessment of Progress and Evidence to Date

DCPS has submitted evidence that demonstrates that progress continued to be made in this area. DCPS provided information about focus group attendance and a more detailed summary of survey responses and feedback provided by stakeholders. All updated policies are posted publicly and are available on the DCPS Pre-K to Graduation Policies site here: <https://dcps.dc.gov/prektograduation>. Please see Appendix B for DCPS updates regarding long-term objectives and ongoing activities in this area.

Moving Forward

OSSE looks forward to continuing to work with DCPS during this two-year monitoring cycle to ensure continued progress and growth in strengthening DCPS internal controls, as well as oversight to provide structure, support, and accountability for schools.

Appendix A: Summary of Key Events

On Dec. 1, 2017, District of Columbia Mayor Bowser directed the Office of the State Superintendent of Education (OSSE) to conduct an independent analysis of student-level attendance and graduation outcomes at public high schools in the District of Columbia. Accordingly, OSSE conducted a review of attendance and graduation outcomes of all public high schools in DC, and contracted with a consulting firm, Alvarez & Marsal (A&M), for an in-depth review of District of Columbia Public Schools (DCPS) high schools, to better inform next steps for schools and policymakers. The A&M investigation resulted in the identification of significant discrepancies in practice in need of immediate remediation at DCPS.

On March 16, 2018, OSSE sent DCPS a letter requiring DCPS to:

1. Complete a **self-assessment** related to the investigation's findings, describing the extent to which DCPS intended to adopt the recommendations made. To the extent applicable to each finding from OSSE's investigation, DCPS was also asked to review and consider the need for changes at the elementary and middle school levels in addition to changes needed at the high school level; and
2. Propose a **work plan** that addresses the recommendations in the report issued by OSSE, as well as any additional actions the local education agency (LEA) is taking to ensure systemic improvement. This work plan was to include (1) evidence of completion for each completed action; (2) a description, timeline, and proposed evidence of completion for each proposed action item; and (3) a proposed system of oversight to ensure compliance with law, regulation, and policy related to grading, attendance, and promotion/graduation.

DCPS submitted a timely response on April 17, 2018 that included the required self-assessment, a narrative response, work plans for five priority areas, and a presentation providing an overview of DCPS' planned graduation monitoring framework.

OSSE thoroughly reviewed DCPS' submission and was pleased that DCPS adopted all of the key recommendations, except for the specific portion of one recommendation to increase the number of staff in the Central Office credit recovery team. Appendix B contains a summary of the adopted recommendations and DCPS' response to each.

OSSE substantially adopted DCPS' work plans as a corrective action plan that will be monitored by OSSE through the end of the 2019-20 school year. OSSE also requested that DCPS update and propose a revised corrective action work plan that includes ongoing activities that will occur during the 2018-19 and 2019-20 school years to ensure that all adopted recommendations are fully implemented and continuously monitored and must include proposed evidence of completion for each item.



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Appendix B: Long-Term Objectives and Ongoing Activities

Work Stream: Strategy and Continuous Improvement

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: October 2018
Conduct mid-year review to evaluate effectiveness of Graduation Excellence strategy and make adjustments, as needed, based on student data, stakeholder feedback, and implementation progress	1/30/2019	Annually		Deliverable: Mid-year summary	
Conduct end-of-year review to evaluate effectiveness of Graduation Excellence strategy and make adjustments, as needed, based on student data, stakeholder feedback, and implementation progress	7/30/2019	Annually		Deliverable: End-of-year summary	

Work Stream: Graduation Verification

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: October 2018
Defining Performance Expectations					
Develop and publish policy aligned implementation protocols in core areas, clearly outlining roles and responsibilities	8/15/2018	Annually	Key Topics for the 2018-19 school year: Graduation Requirements, Secondary Grading, Attendance, Student Promotion, Discipline	Deliverable: Published policies and implementation protocols	<p>In spring 2018, DCPS held more than 20 public engagement sessions with a diverse range of stakeholders. These engagements focused specifically on understanding stakeholder perspectives on the topics of attendance, student promotion, secondary grading, and graduation. Through the spring engagement sessions, members of the public, school leaders, students, parents, teachers, DCPS partners, the DCPS Principal Cabinet, the DCPS Parent Cabinet, the DCPS Teacher Cabinet, and education policy experts all provided feedback to guide the drafting of policies and regulations.</p> <p>DCPS released draft policies and regulations for public comment from June 22 to July 22, 2018. The draft policies and regulations incorporated the feedback received in the spring and reflected a commitment to empowering students and families on their paths to graduation. During the public comment period, DCPS received more than 200 online comments and hosted two public forums to gather community feedback.</p> <p>Final policies were released to the public on Aug. 21, 2018. They were published on the DCPS website and promoted via newsletters and social media. Implementation Protocols and Calendars were previewed to school leaders during summer professional development and released to school-based personnel at the start of the school year.</p>
Require annual training and mandate attendance and completion for individuals responsible, including central office and school-based staff; ensure attendees sign acknowledgement that they have received training and know whom to contact with questions	9/30/2018	Annually		Deliverable: Completed summer trainings - Operations Institute and School Leadership Academy; Completed online training module Measure: percent of staff sign acknowledgement of training by 9/3/2018	<p>By Sept. 30, DCPS had held more than 25 trainings on new DCPS policies and implementation protocols for Attendance, Secondary Grading, Graduation, and Student Promotion.</p> <ul style="list-style-type: none"> • During the summer, DCPS held mandatory trainings for registrars, strategy and logistics staff, and attendance counselors during the annual Operations Institute. DCPS principals, assistant principals, and LEAP teacher leaders also attended a mandatory training during the Summer Leadership Institute. • DCPS school leaders received a turn-key training deck and online assessment with the expectation to use with their staff. Central office staff led in-person faculty trainings at all DCPS high schools during August and September. • By Sept. 30, 2018, 903 DCPS high school teachers had signed an online acknowledgement of training. We are finding it hard to certify the 95 percent due to roster discrepancies and are taking steps to resolve those challenges.
Create and publish a robust	9/30/2018	Annually		Deliverable: Published	The "Pre-K to Graduation: A Policy Guide for DCPS Families" handbook was published on

DCPS student/family handbook and ensure families receive clear communication regarding policy expectations and impacts				student/family handbook, DCPS wide communication, DCPS Policy website	Aug. 21 and posted in five languages on DCPS website. It was also shared electronically with all DCPS staff. Copies of the handbook were printed for all students.
Develop onboarding system for training staff who join DCPS mid-year	8/30/2018	Ongoing		Deliverable: Policy onboarding plan and system for new hires	All DCPS school leaders were provided with a turn-key training deck and assessment to use with their school staff. Background on the policies and policy training are available to Central Office staff, but are not required except when relevant to the position.
Risk-Based Audit Process					
Identify top measures that increase standing risk and can best measure compliance and/or flag potential noncompliance	5/30/2018	Annually		Deliverable: Sample monthly data report	DCPS is finalizing a Monitoring Framework that will be used to assess compliance and potential non-compliance across multiple domains, including: Attendance, Student Behavior, and Graduation Verification.
Review and update data systems to capture the data that is most important and automate as much as possible	7/30/2018	Annually and Ongoing		Deliverable: List of system updates with the status of each (completed, in progress, scheduled)	This work is in-progress. DCPS is continuing to automate Failures due to Absence (FA) and is working on automating all notifications. That work is dependent on having accurate phone/email addresses for families.
Produce monthly data reports that are reviewed by central teams and instructional superintendents for tiered follow-up	8/30/2018	Monthly		Deliverable: Sample monthly data report with dates the report was pulled and distributed	DCPS is finalizing a Monitoring Framework that will be used to regularly assess compliance and potential non-compliance. A first run of this data was scheduled for Nov. 5, 2018. The Monitoring Framework will bring the individual metrics currently being monitored by different data systems and teams under one umbrella format, improving clarity, trend identification, and accessibility for school leaders.
Conduct targeted sampling and formal incident response investigations	8/30/2018	Monthly, as needed		Deliverable: Report that enumerates how many schools were referred for targeted sampling and formal incident response and the status of each	Targeted sampling and incident response investigations began following the first run of the Monitoring Framework data, on Nov. 5, 2018.
Conduct an annual risk assessment	1/30/2019	Annually		Deliverable: Risk assessment report	

Work Stream: Student Supports

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: October 2018
PreK-8 Student Supports					
Ensure robust Response to Intervention framework including tiered academic and behavior interventions at elementary schools and education campuses	10/30/2018	Annually	In accordance with DCMR 5-E Ch. 22	Deliverable: Submitted school plans and identified Response to Intervention Point of Contact	
Ensure middle school students receive core course offerings, in addition to intervention blocks where appropriate, aligned with individual student intervention planning	10/30/2018	Annually	In accordance with DCMR 5-E Ch. 22	Deliverable: Submitted school plans and master schedules	
High School Graduation and Post-Secondary Planning					
Align planning implementation, and monitoring through districtwide Comprehensive School Planning (CSP) process	7/30/2018	Annually		Measure: Percent of high schools with completed CSPs that include a graduation planning focus	All high schools were required to include a graduation and post-secondary planning focus in their CSP and 100 percent of schools were found to be in compliance. CSPs were reviewed by instructional superintendents and the Office of School Design and Continuous Improvement by Sept. 30, 2018.
Ensure every high school has a student support system that includes bi-annual individual academic planning meetings and tiered supports	8/30/2018	Annually		Measure: Percent of students with documented planning meetings	The expectation in DCPS is that all high school students will have planning meetings by Jan. 31, 2019, during which they will set student-specific goals with their counselors. High School Counselors received guidance with a deadline of Sept. 30, 2018 for all DCPS seniors to meet to review their Letters of Understanding (LOU), which explains what they need to do to graduate on time. Students will have a second meeting before the end of the school year. By Sept. 30, 2018, 10 of 19 DCPS high schools had held 100 percent of senior meetings. Six high schools had completed more than 75 percent of meetings and five high schools had completed fewer than 50 percent of meetings. Overall, 75 percent of DCPS seniors - or 1,980 students out of a possible 2,611 seniors - received an LOU meeting by Sept. 30 . Data on meeting completion rates for seniors were shared with principals, counselors, and instructional superintendents on Sept. 28. DCPS will run the data again on Oct. 19 and share updated data reports with principals; instructional superintendents will follow-up with schools with

					completion rates that remain less than 100 percent.
Ensure every student has an achievable plan and clear path toward graduation aligned with post-secondary aspirations, including students with disabilities	10/30/2018	Annually		Measure: Percent of students with completed graduation plans in Naviance	
Engage and make information easily accessible by students, school staff, and families (online platform – Naviance)	10/30/2018	Annually and Ongoing		Deliverable: Successful launch of Naviance at the start of the 2018-19 school year	
Credit Recovery					
Redesign and launch credit recovery program for the 2018-19 school year	8/30/2018	Annual Review		Deliverable: Credit Recovery Implementation Protocol	This is a work in progress, as the Credit Recovery Implementation Protocol cannot be finalized until the policy is finalized and approved following the close of the public comment period. A draft version of the Implementation Protocol exists and will be revised to align with the final policy at that time. School-based credit recovery coordinators were also engaged around the policy and implementation protocol development. Credit recovery programming is scheduled to launch on Nov. 5, 2018.
Develop DCPS credit recovery policy	Fall 2018	N/A	After initial policy development, policy would be reviewed annually as part of the systemic review	Deliverable: Credit Recovery policy - date TBD pending final OSSE policy	A new DCPS Credit Recovery Policy has been drafted and was posted for public comment on the DCPS website from Oct. 4-18, 2018. DCPS held a webinar and public forum and engaged the Chancellor's Student Cabinet to gather additional feedback on the proposed policy. The policy will be revised based on stakeholder feedback and submitted for approval, with a goal of finalizing by the end of October. Once the policy is finalized, it will be shared publicly and DCPS will lead trainings with central office and school staff around the final policy and implementation.
Develop and conduct annual mid-year data review at the system and student level to inform curriculum and programmatic needs for credit recovery to inform immediate course adjustments, planning for summer school, and planning for the following year	1/30/2019	Annually		Deliverable: Data report and analysis	

Attendance					
Leverage the CSP process to ensure our school-based staff enter the school year with a plan to support students and families with a history of chronic absenteeism	9/1/2018	Annually, with monitoring throughout the year	Selected schools will receive targeted planning, monitoring, and implementation supports through the 2018-19 school year	Deliverable: Completed school CSPs	DCPS provided guidance and templates to schools around integrating attendance support plans into their CSPs. All schools were required to include attendance plans in their CSPs, with the exception of a small number of non-priority schools, which were given a choice between including an attendance section or a social-emotional learning section in their CSP.
Provide tiered “bridge” engagement opportunities for our students in critical transition years to foster personal connections (eighth to ninth grade) and broadly inform and educate on the importance of attendance (pre-K to kindergarten).	10/1/2018	Monthly throughout the summer and back-to-school season	Pilot experience with potential to scale in future years	Deliverable: Completed Transition Success Plans Measure: Percent of students engaged during the summer	<p>DCPS’ 2018 Attendance Summer Bridge Engagements were created to educate students and families on the effects of chronic absenteeism and provide an authentic, personal connection between students and schools before the start of the 2018-19 school year. These engagements were focused on two critical transition years: rising ninth-grade students and rising kindergarten families.</p> <p>Eighth to Ninth Grade Bridge Engagements were designed to get rising ninth graders excited about high school, have students commit to reduce absences next year, and foster a personal connection between students and their receiving high schools. Five comprehensive high schools each selected a feeder middle school with which to engage. Participating high schools had students complete Ninth Grade Transition Success Plans, indicating clubs and activities of interest and how the school could support students with attendance in the coming school year. DCPS is supporting schools with tracking students who participated in these initial engagements and have registered for the 2018-19 school year. These students were paired with adults in the building and received virtual touch points throughout the summer to prepare them for high school. A total of 68 students participated in this pilot.</p> <p>Kindergarten Readiness Orientations were designed to welcome rising kindergarten families and inform them of the importance of strong attendance, especially in the early grades. Six elementary schools with pre-K programs hosted Kindergarten Readiness Orientations to celebrate families entering kindergarten, encourage personal touch points with kindergarten teachers and the principal, and highlight key student attendance data. Families were personally invited to attend and parents received data on their student’s pre-K-4 attendance and resources to improve attendance in kindergarten. All families walked away with school and/or Every Day Counts! swag and prizes. DCPS will continue to foster collaboration between</p>

					Attendance and Early Childhood Education teams to scale these orientations in future school years.
Design and implement a tiered attendance messaging campaign for families and students throughout summer and into the 2018-19 school year	10/1/2018	Monthly throughout the summer and back-to-school season	In collaboration with EOM	Deliverable: Communication messages (delivered through Blackboard and social media)	<p>The DCPS Communications Team launched an attendance awareness social media campaign during September. Key messages around the importance of student attendance were shared via Twitter, Facebook, Instagram, and through newsletters. DCPS also planned an Attendance Festival in Ward 8 that had to be cancelled due to inclement weather; planned activities from the festival were incorporated into the DCPS Back to School Block Party, which was held on Sept. 22.</p> <p>DCPS also sent tiered letters to a subset of students and families identified as priorities for attendance support encouraging the importance of attendance and clarifying attendance expectations for the new school year.</p>
Parent/Guardian Communication and Engagement					
Host back to school engagements for families and community to share information about academic planning and student supports	10/30/2018	Annually		Deliverable: Completed engagements	
Provide an ongoing, transparent, and up-to-date window into student academics and attendance through the Aspen Parent Portal to facilitate family partnerships to improve student outcomes	9/30/2018	N/A - Continuous Improvement		Deliverable: Training materials and marketing	DCPS created Parent Portal training videos and a one-page guide for families, available on the DCPS website. Additionally, all families of students in grades 6-12 were mailed a postcard with information about what the Parent Portal is and how to access it. Information was also emailed to all families of students in grades 6-12. Teacher training is available online via self-paced modules on Canvas.
Provide focused trainings and supports for Parent Portal use in Ninth Grade Academies to establish proof points and inform system improvements through	SY18-19	Ongoing		Deliverable: Trainings and supports provided Measure: Percent of parents of students in Ninth Grade Academies who have Parent Portal access	<p>DCPS has offered several supports and training opportunities to families and staff at secondary schools around Parent Portal access and use:</p> <p><u>Expectations Setting and Monitoring</u> Teacher/Student/Parent usage reports at district and school level in progress Principal Parent Portal Webinar: 20 participants</p> <p><u>Online Training Modules</u> Attendance Module: 79 participants Aspen Fundamentals: 81 participants</p>

					<p>Teacher Fundamentals: 206 participants Parent Portal for Teachers: 43 participants</p> <p>The nine schools with Ninth Grade Academies received additional supports:</p> <p><u>Training and Engagement</u> Data reflection at monthly Ninth Grade Academy AP Meetings Six parent events: Support parents with account access and a demo/tutorial Seven teacher grade book/Parent Portal trainings (52 teachers): Individual and group grade book training and set-up support. Five student engagements: Helped students with account set-up and mobile access</p> <p>Across all DCPS secondary schools, 59 percent of students have at least one parent with access to the Parent Portal. Across all DCPS secondary schools, about 70 percent of students have access to the student portal. Parent Portal access and usage data specifically for families and students at DCPS Ninth Grade Academies will be available in November.</p>
Appeals					
Create centralized system for receiving any type of appeal from students or parent/guardians including those related to failure due to absence; challenging student records; discipline; retention	7/30/2018	N/A - Continuous Improvement		Deliverable: Process flow for addressing appeals, including guidance and communication about the process	DCPS is leveraging two key offices for appeals at this time – the Office of Integrity and the Office of Secondary Schools. In the student and family policy guide we provided a streamlined appeals template and shared points of contact by content area. In addition, families may contact the Office of Integrity for assistance with any general concerns or appeals questions. With the launch of the monitoring framework, DCPS will also coordinate appeals tracking to ensure both quality and procedural compliance.

Work Stream: Scheduling

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: October 2018
Ongoing Monitoring and Supports					
<p>Ensure all secondary master schedules and individual student schedules are completed and aligned with DCPS regulations and expectations</p>	<p>8/15/2018</p>	<p>Annually</p>		<p>Measure: Percent of school master schedules reviewed and approved by central office</p>	<p>100 Percent of High School Master Schedules were reviewed and approved at the Central Office Level by the Secondary Academic Scheduling and Support Team (SASS).</p> <p>High school principals were required to submit an authorized version of their school’s Master Schedule vis QuickBase. The SASS team reviewed the master schedule of each high school utilizing a scheduling quality rubric/check-list. The review of each schedule was steered by an analysis of readiness for implementation and submitted to each high school’s respective Instructional Superintendent for final approval. Schools were not permitted to proceed with scheduling until authorization was granted by their instructional superintendent. Additionally, a scheduling accuracy report monitored scheduling completion rates, guarded against students’ having partial/incomplete schedules, and provided school schedulers with data that mitigated errors, such as scheduling students in duplicated courses and ensuring that students’ course schedules were supportive of a path toward graduation.</p>

Work Stream: Summer School

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: October 2018
Programming and Operations					
Centralize management of all summer school programs and set aside resources in the annual budget	9/30/2018	N/A - Continuous Improvement		Deliverable: Summer school planning structure outlined with roles and responsibilities by team	DCPS has consolidated all summer school planning under the Office of Teaching and Learning, Division of Advanced and Enriched Instruction. DCPS conducted an agency-wide root cause analysis of 2018 summer school programs and developed a plan for continuous improvement in the coming year, anchored in a collaborative work group that is launching in November. The work group is comprised of dedicated points of contact from across all work streams critical to summer school success. DCPS is also creating systems to support this work in an aligned way. Summer school received dedicated resources in the fiscal year 2018 budget and DCPS is awaiting Title I allocations in order to finalize budget projections.
Ensure robust summer learning opportunities for students in pre-K-12th grades, including students with disabilities and English learners	1/30/2019	Annually		Deliverable: Summer school plan	
Redesign summer programming to meet needs of students at risk of retention	6/30/2019	Annually		Deliverable: Redesigned programming launch summer 2019	

Work Stream: Policy

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: October 2018
Systemic Policy Review					
Identify gaps in current policies and plan process and timeline for developing them	9/30/2018	Annually	Policies Needed: Change Control Policy, Elementary Grading, Discipline, Credit Recovery, Transfers, Study Abroad	Deliverable: Policy development plan	DCPS is currently engaged in the hiring process for a Deputy Chief of Policy and Systems Improvement. The person who fills this position will support Deputy Chancellor Amy Maisterra in leading this work, including the creation of a policy development plan.
Create and execute an annual policy review process to update current policies and implementation protocols and ensure alignment with code and regulations	5/30/2019	Annually		Deliverable: Policy review process	
Rulemaking					
Review current DCPS regulations; identify potential high-impact revisions; and develop long-term plan for pursuing revisions	12/15/2018	Annually	Potential revisions for the 2019-20 school year identified by 12/15/2018	Deliverable: Regulatory revision plan	