



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

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

On December 1, 2017, 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, and contracted with an outside consulting firm, Alvarez & Marsal (A&M), for an in-depth review of District of Columbia Public Schools high schools, to better inform next steps for both schools and policymakers. The A&M investigation resulted in the identification of significant discrepancies in practice in need of immediate remediation at DCPS. Pursuant to this review, and in accordance with its oversight authority as the state education agency (SEA) for the District of Columbia, OSSE began this monitoring process to ensure systemic, sustained improvement in DCPS grading, attendance, promotion, and graduation policies and procedures.

DCPS has been timely and responsive to OSSE's requests, has clearly made substantial efforts to adopt and implement the recommendations of the A&M report, and demonstrated progress in doing so. At the same time, because so many of the recommendations required significant steps that remain in progress, OSSE will need to continue to monitor implementation closely over time. OSSE will adopt a final corrective action plan for DCPS with a schedule for reporting and monitoring activities over the next two years. At minimum, during this two year monitoring period DCPS will be required to submit biannual (twice yearly) reporting with supporting documentation, and OSSE will continue to ask DCPS for additional verification or evidence where needed to ensure effective monitoring of its implementation and follow-through on commitments over the next two years.

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 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 A contains a summary of the adopted recommendations and DCPS' response to each.

OSSE was also appreciative of DCPS' proposed work plan with five detailed work streams designed to implement the adopted recommendations. However, although OSSE found that the narrative, work plans, and monitoring framework indicate that DCPS is making progress toward implementing all of the adopted recommendations, the response as originally submitted did not include evidence of completion for those items marked as completed or propose evidence of completion for items to be completed in the future.

Nonetheless, recognizing that work plans are primarily and appropriately forward-looking, and the majority of key policy and practice changes will be implemented for the 2018-19 school year, 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.

Since DCPS submitted the updated corrective action plan in a timely manner on June 6, 2018, OSSE has reviewed the proposed work plan and assessed the evidence submitted. The work plan includes the following five detailed work streams:

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

Each work stream, along with what DCPS submitted as evidence of completion of actions is described below.¹ Unless noted otherwise, all goals, rationale for goals, measures of success, and key deliverables were developed by DCPS. OSSE's assessment of progress and evidence to date is focused on deliverables for the 2018 graduation cohort and deliverables related to planning for school year 2018-19 that have been highlighted by DCPS as being in progress or underway.

¹ Although DCPS provided copies of six staff training documents (one guidance document and five presentations), OSSE will be requesting additional information regarding when, how, and to whom the presentations were made and how DCPS views the specific trainings as supporting the work stream goals. The documents include:

- 2018 Secondary Attendance, Grading, and Credit Recovery FAQ for Staff (guidance revised as of April 13, 2018)
- Spring High School Attendance & Grading Overview (presentation Feb. and March 2018)
- Achieving Excellence through Scheduling, Summer School and Students Supports (presentation dated April 4, 2018)
- Graduation Verification Process Updates (presentation dated April 12 and 17, 2018)
- Graduation Excellence Updates (presentation dated May 8 and 10, 2018)
- Promotion, Retention, and Summer School Update: Elementary and Middle School (presentation dated June 1 and 4, 2018)

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.

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.	Complete: Term 2 and Term 3 On Track: Term 4 and Summer
Conduct manual review of individual student transcripts for all students in the 2018 cohort.	Complete
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.	Complete
Provide ongoing training, resources, and technical assistance to key staff on graduation-related policies including clarification of requirements, roles, and responsibilities.	Ongoing training has been provided since December through multiple mediums.
Publish and implement an updated graduation verification calendar, including school-level and central office review of student transcripts.	Calendar published; Final 2018 cohort graduation verification to be completed in June and August.

Key Deliverables: Planning for School Year 2018-19	DCPS Progress Assessment
Ensure 95 percent of staff (school and central) complete policy and systems training.	On Track: Goal of training staff by end of August
Continue necessary Aspen updates to support data quality and compliance with policies.	In progress: Working to align with any revised policies.
Launch a Graduation Monitoring Framework to ensure ongoing compliance with law, regulation, and policy.	In progress: First iteration to be used to verify 2018 graduates; Full implementation to launch in Fall 2018.

Evidence Submitted to OSSE

1. Revised 2017-18 School Year Graduation Verification Process (last modified May 8, 2018)
2. DC Public Schools Mid-Year Update: 2018 Cohort (as of Feb. 28, 2018)

- Provided ACGR estimates by school, including the number of students in the cohort and whether the student was on-track, moderately off-track, significantly off-track, certificate track, or in another category (including transfers and withdrawals).
 - Provided attendance data, by school, with counts and percentages of students in the cohort with 10+ unexcused absences in term 2 in a least one course, and 30+ unexcused absences to date in at least one course.
 - Provided, by school, the percentage of currently registered seniors who had met with the counselor/administration regarding graduation status, and the percentage of currently registered senior parents who had met with the counselor/administration regarding graduation status and the percentage.
 - Provided dates and times of resources fairs to be held at each comprehensive high school in March.
3. DC Public Schools April Graduation Update: 2018 Cohort (as of Apr. 25, 2018)
 - Updated ACGR estimates and attendance data, by school, which was provided in the February update.
 - Provided high school graduation schedules with dates and times.
 4. Sample Parent Communications
 - February 2018 Transcript Review Follow-up Letter (notifying parents about outstanding graduation requirements and providing contact information for the student’s counselor).
 - April 2018 Graduation Status Letter (notifying parents of graduation status as of conclusion of the third term/advisory).
 5. Sample Verification Forms
 - Graduation Transcript Review Checklist.
 - Principal Graduation Verification Form for June Graduates.
 6. Graduation Monitoring Framework
 - Proposes an internal DCPS monitoring framework; key components include:
 - Developing and publishing policy,
 - Requiring annual compliance training for central office and school staff,
 - Incorporating training into the onboarding process for new staff and substitutes,
 - Ensuring trained staff sign acknowledgements and are provided with information regarding whom they can contact with questions,
 - Provide clear communication to families regarding policies and impacts,
 - Requiring monthly data reporting and monitoring, and
 - Using monthly data to produce annual risk assessment based on prior year data.
 7. Presentations from relevant staff trainings

OSSE Assessment of Progress and Evidence to Date

DCPS has submitted evidence that demonstrates that progress is being made in this area. As we continue to move forward in monitoring DCPS, OSSE will be seeking additional evidence of completion, such as confirmation of attendance during specific trainings (through submission of attendance counts or sign-in sheets), when and how schools used the parent notification and verification templates (through submission of samples with student data), and verification of Aspen updates (through updated business rules and a live demonstration with OSSE data staff).

Work Stream II: Student Supports

Goals:

- Ensure every student has an achievable plan and clear path toward graduation, including students with disabilities.
- 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 towards 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.

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.	Complete
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.	Complete and ongoing.
Hosted resource fairs at all nine comprehensive high schools to inform students of opportunities with community partners and agencies.	Complete
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 and ongoing: Information posted on website and mailed home with Term 3 report cards.

Key Deliverables: Planning for School Year 2018-2019	DCPS Progress Assessment
Launch streamlined graduation and post-secondary planning in an online platform (Naviance) that will be accessible to students, families, and staff.	In Progress: Scheduled to launch in Fall 2018.
Redesign and launch credit recovery programming.	In Progress

Evidence Submitted to OSSE

1. Sample Forms
 - DCPS Absence Excuse Note Form – Spring 2018
2. Documents Related to Appealing Grade Reductions and Failures Due to Absences
 - Grade Appeal Due to Absences Appeals Process School Year 2017-18
 - Grade Reduction & Failure Due to Absence Appeals Guidance – Spring 2018
 - Grade Reduction & Failure Due to Absence Appeal Form (Updated May 2018 for School Year 2017-18)
3. Sample Parent Communications
 - 2018 Secondary School Attendance, Grading, and Credit Recovery FAQ for Families (revised as of Apr. 13, 2018)
 - High School Family Letter, Term 2 – March 2018 (notifying parents about resources fairs to be held at each comprehensive high school and referring parents to available guidance on attendance, grading, credit recovery, and grade reduction/failure appeals).

- High School Family Letter, Term 3 – April 2018 (reminding parents about absence-related grading policy and the grade reduction/failure appeals process; and notifying parents of available school-specific supports, upcoming school year 2018-19 scheduling conversations with counselors, information about enhanced high school summer school programming, and opportunities to provide feedback about DCPS graduation policy through participation in focus groups).
 - Example School Student Supports Profile – April 2018 (included as attachment to Term 3 family letter; the profile included the name and contact information for school-based staff available to assist students access resources in the following areas: tutoring, mentoring, attendance supports, Saturday school, post-secondary support, and mental health (including grief and trauma intervention, structured psychotherapy for adolescents responding to chronic stress, and motivational enhancement/cognitive behavioral therapy).
4. Student Supports Update for DCPS High School Teachers – May 2018 (Email from DCPS to high school teachers providing an update on school resources profiles and contact information for a central office point of contact for questions about the profiles and credit recovery options).
 5. Presentations from relevant staff trainings.

OSSE Assessment of Progress and Evidence to Date

DCPS has submitted evidence that demonstrates that progress is being made in this area. As we continue to move forward in monitoring DCPS, OSSE will be seeking additional evidence of completion in a number of student support areas, with a focus on credit recovery. Specifically, OSSE will seek additional evidence regarding when and whether specific trainings were held for counselors and attendance points of contact regarding credit recovery and graduation pathways for school year 2017-18 (through submission of attendance counts or sign-in sheets), and when and how DCPS central office ensured that schools were offering spring 2018 credit recovery options in accordance with expectations (including copies of directives sent to high schools and how compliance with those directives was verified).

Work Stream III: Scheduling

Goals:

- Design a system and process for creating and approving schedules for SY18-19 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 be 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.

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,	Complete

credit recovery, Opportunity Academy referral)	
Key Deliverables: Planning for School Year 2018-2019	DCPS Progress Assessment
Conduct comprehensive review of DCPS course offerings to ensure alignment with regulation.	Complete
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. 	Process design complete; implementation underway.
Provide comprehensive guidance and training to schools on new scheduling requirements and process.	Complete; Technical assistance ongoing.
Develop an updated scheduling application (Quickbase) to allow for systematic review of master schedules to ensure compliance with regulation and policy.	In Progress
Ensure 100% of school master schedules have been reviewed and approved by central office.	Initial review to be completed by June; Final review by August.

Evidence Submitted to OSSE

1. SY18-19 Scheduling Manual
2. Student Scheduling Conversation Form for Summer and SY18-19
3. Presentations from relevant staff trainings

OSSE Assessment of Progress and Evidence to Date

DCPS has submitted evidence that demonstrates that progress is being made in this area. As we continue to move forward in monitoring DCPS, OSSE will be seeking additional evidence of completion, such as confirmation that comprehensive guidance and training was provided to schools on the new scheduling requirements and process (including training plan and documentation of completed steps), when and how schools used the student scheduling conversation checklist (through submission of samples with student data), and how the comprehensive review of DCPS course offerings was conducted to ensure alignment with existing regulations (including outcome documentation of which course offerings were determined to be in or out of compliance with existing regulation).

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 towards 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.

Key Deliverables: 2018 Cohort & Graduates	DCPS Progress Assessment
Operational planning: Identify program sites and summer school principals; and initiate teacher recruitment.	Program sites and principals confirmed; Teaching recruitment ongoing.
Determine feasibility of meeting seat hour requirement to offer original credit courses during summer school.	Complete: DCPS will offer original credit courses in the summer for the first time.
Ensure access to programming for students with disabilities and English Learners.	Clarified guidance for schools; Updated staffing model to ensure students receive appropriate services and supports.
Analyze Term 3 failure data to determine student/course need and enrollment projection.	In progress
Provide enhanced guidance to families regarding promotion, retention, and summer school.	Ongoing: Provided update with Term 3 report cards; additional information to be communicated in May.

Evidence Submitted to OSSE

1. High School Summer School Program FAQ - Spring 2018
2. K-8 Summer School FAQ – Spring 2018
3. Promotion and Retention Policy Guidance (May 10, 2018)
 - This memo from the DCPS Office of Social, Emotional, and Academic Development to DCPS School Leaders, dated May 10, 2018, on promotion and retention covers the following topics:
 - Promotion and retention of Pre-K – 8th students,
 - Promotion and retention of 9th - 11th grade students,
 - Other promotion and retention considerations: all grade levels,
 - Appeals process,
 - Documentation of retention and promotion decisions,
 - Required summer school attendance,
 - 2018 summer school programming (for high, middle, and elementary schools), and
 - Special considerations (for English learners, students with disabilities with individualized education programs or 504 plans, and students with disabilities who receive summer extended school year services).
4. PreK-8 Promotion and Retention Implementation Guidance School Year 2017-18 (June 1, 2018)
 - This memo from the DCPS Office of Social, Emotional, and Academic Development to DCPS School Leaders, dated June 1, 2018, regarding promotion and retention implementation guidance for pre-K through 8th grade, provides information with respect to completing the following required activities by June 8 (for school on a traditional calendar) or June 15 (for schools on an extended year calendar):
 - Identifying all students who do not meet promotion requirements,
 - Making promotion or retention determinations for each student that has not met the promotion criteria explained in the memo, and

– Communicating and documenting the decision to retain or promote using supporting documents.

5. Sample Parent Communications

- Pre-K and K Repeat Decision Template Letter (notifies parents that: 1) the student is not prepared for promotion, 2) the student will be repeating pre-K or K, 3) repeating pre-K or K is not considered a retention, and 4) contact information for more information or an appeal).
- Retention Template Letter for K-12 Families (notifies parents that: 1) the student has failed to meet promotion requirements and is required to complete summer school in order to be reevaluated for promotion, 2) the dates of summer school and what criteria must be met to be reevaluated for promotion, 3) how to appeal a retention decision, and 4) contact information for a school counselor).

6. PreK-8 Waiver of Retention

7. Presentations from relevant staff trainings

OSSE Assessment of Progress and Evidence to Date

DCPS has submitted evidence that demonstrates that progress is being made in this area. As we continue to move forward in monitoring DCPS, OSSE will be seeking additional evidence of completion regarding the status of hiring to fully staff identified sites, including how the summer school staffing model was updated to ensure access for students with disabilities and English learners, and what changes were made to accommodate the offering of original credit courses during summer school.

Work Stream V: Policy

Goals:

- Gather input and feedback on our vision for graduation excellence and update relevant policies and systems for SY18-19.
- 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 assist students, parents, school-based and central office staff understand their roles and promote accountability and transparency around graduation.

Measure of Success: By June 29th, publish clear, concise, and easily understandable graduation policies and implementation guidance. Additionally, the plan needs to be well-trained and accessible for stakeholders.

Key Deliverables: Planning for School Year 2018-2019	DCPS Progress Assessment
Host policy engagement sessions with internal and external stakeholders across the city.	Initial engagement complete; Additional engagement planned during public comment period.
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.	In Progress: Collaborating with DME and OPLA on process.
Finalize Graduation; Grading; Promotion and Retention; Attendance policies.	On Track
Publish parent-student and staff handbooks.	On Track: Staff handbooks to

Evidence Submitted to OSSE

1. Graduation Excellence Policy Engagement Flyer – April 2018
 - Lists dates, times, and locations for focus groups held between April 18 – May 2 for DCPS students, families and community members, DCPS educators and school staff, DCPS principals, education councils and policy experts, and DCPS partners and community organizations.
2. SY18-19 Policy Development Summary
 - Provides a very high level summary stakeholder engagement conducted in April and May 2018 that included 100 survey responses from teachers, counselors, and school leaders and 21 engagements with principals, teachers, school and central office staff, parents, students, community groups, and the public.
 - Identifies three "clear priorities" identified by stakeholders:
 - Set clear expectations so that all stakeholders (including students, families, teachers, and principals) have clarity.
 - Engage community partners in a more methodical way so that messages are given to students in multiple formats and from different figures.
 - Post code, regulations, and policies online, in a single, easy-to-access, format and place.
 - Identifies select regulatory revisions DCPS has chosen to pursue as a result of the stakeholder engagement process in order to support equitable access to an excellent education for all students:
 - Provide flexibility in the school day schedule, to accommodate families with multiple children and students with caretaker responsibilities (sibling or child);
 - Remove the automatic consequence of a grade reduction for secondary students with 5-9 unexcused absences and remove the automatic consequence of a failing grade for secondary students with 10 or more unexcused absence, replacing with a system of early warning notifications so that students have an opportunity to get back on track;
 - Streamline the grade appeals process, to ensure timely responses for families, reduce administrative burden, and ensure good stewardship of funds;
 - Update the grading and reporting framework, to remove punitive consequences for highly mobile students by allowing them to make up work and show mastery; and
 - Align timelines of key required activities and align regulation with existing code, to reduce administrative burden and support overall compliance.
3. Presentations from relevant staff trainings

OSSE Assessment of Progress and Evidence to Date

Although DCPS has submitted evidence that suggests that progress is being made in this area, many of the key deliverables in this area are still in the process of being finalized. However, OSSE will be seeking additional evidence of completed activities, including additional information about focus group attendance and a more detailed summary of survey responses and feedback provided by stakeholders. OSSE also looks forward to reviewing proposed policies and rulemakings slated to be posted for public comment and requests that copies of any key documents included in this work stream that will not be

published for public comments be provided to OSSE on a rolling basis. We are also available to provide consultation on draft rules, policies, or guidance, as requested.

Moving Forward

On June 11, 2018, OSSE notified DCPS that it would be adopting the DCPS work streams as its final corrective action plan with a schedule for reporting and monitoring activities over the next two years. At minimum, during this two year monitoring period DCPS will be required to submit biannual (twice yearly) reporting with supporting documentation, beginning in August 2018. DCPS was also directed to provide 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.

OSSE recognizes that as the state education agency, we play a unique role in sustaining, accelerating, and deepening the progress being made in DC education. We look forward to working with DCPS during this two year monitoring cycle to ensure there is progress and growth in strengthening DCPS internal controls, as well as oversight to provide structure, support, and accountability for schools.

Appendix A: Summary of DCPS' Self-Assessment

I. Improve DCPS Central Office Oversight and Enhance Accountability at High Schools	
<p>Improve accountability and oversight to ensure schools fully comply with all relevant regulations and policies by implementing the following practices: 1) Assign individual accountability for policy adherence to all staff; 2) Strengthen centralized analysis and monitoring; and 3) Improve audit function to include academic integrity and policy adherence.</p>	
DCPS Self-Assessment	
Overall Assessment of Recommendation	DCPS believes this recommendation should be adopted in full .
Action Needed for Systemic Improvement	<p>DCPS believes that systemic change will require improvement efforts at the high school, middle school, and elementary school levels.</p> <ul style="list-style-type: none"> For School Year 18-19, DCPS plans to publish clear, concise, and easily understandable policies and implementation guidance for students, parents, and educators that are socialized, well-trained, accessible, and promote accountability and transparency. While most policies are relevant for secondary grades, there are also policy areas relevant to the elementary grades e.g. attendance, promotion/retention.

II. Provide Additional Support to Improve the Consistency and Accountability of Credit Recovery at DCPS High Schools	
<p>Make significant investments to support credit recovery programs at schools, and provide additional oversight and accountability through the following: 1) Increase the number of staff in the Central Office credit recovery team and empower the team with the appropriate authority to oversee credit recovery at all DCPS high schools; 2) Enhance systems and supports to improve consistency and accountability, and to strengthen compliance with program requirements; 3) Reconcile credit recovery programs with the 120 seat hour requirement; and 4) Perform regular eligibility, enrollment, and curriculum audits for credit recovery programs.</p>	
DCPS Self-Assessment	
Overall Assessment of Recommendation	<p>DCPS believes this recommendation should be partially adopted.</p> <ul style="list-style-type: none"> DCPS believes all recommendations should be adopted in full, with the exception of increasing staff. DCPS has transitioned credit recovery work to the Office of Teaching and Learning (previously under Academic Planning and Supports in the Office of Secondary Schools), which will allow the credit recovery team to leverage the resources in that office and facilitate tighter alignment of content, curriculum, and assessments. DCPS will re-evaluate staffing needs once we have completed a thorough review and redesign of credit recovery programming.
Action Needed for Systemic Improvement	<p>DCPS believes that systemic change will require improvement efforts at the high school level.</p> <p>Credit recovery is offered only at the high school level, so no action is required at the middle or elementary school level.</p>

III. Improve Policies and Procedures Governing Attendance, Grading, Credit Recovery, and Graduation Certification	
Enhance policies and procedures to improve consistency, accountability, and compliance with DCMR: 1) Improve Grading Policy to eliminate any contradictions, include all DCMR requirements, and clarify accountability for policy adherence; 2) Expand upon and formalize ECR Manual into an official DCPS policy to add structure to all credit recovery programs, and include clear requirements which reduce risk of error, misinterpretation, or misuse; and 3) Update graduation certification process to eliminate inappropriate issuance of diplomas.	
DCPS Self-Assessment	
Overall Assessment of Recommendation	DCPS believes this recommendation should be adopted in full .
Action Needed for Systemic Improvement	<p>DCPS believes that systemic change will require improvement efforts at the high school, middle school, and elementary school levels.</p> <ul style="list-style-type: none"> • For SY18-19, DCPS plans to publish clear, concise, and easily understandable policies and implementation guidance for students, parents, and educators that are socialized, well-trained, accessible, and promote accountability and transparency. <ul style="list-style-type: none"> ○ In the first phase of this work, DCPS is focusing in the Grading Policy for secondary grades (middle and high school). The next phase of the work will include development of a grading policy for the elementary grades. ○ Graduation certification and Credit Recovery is relevant to high school grades only. ○ The Attendance Policy is relevant to all levels.

IV. Enhance Systems and Supports to Improve Consistency and Accountability	
Description: Make system improvements to enhance oversight and monitoring capabilities, including the following: 1) Enhance attendance/grading reporting capabilities; 2) Improve audit trails and controls over Aspen system access; 3) Integrate suspension data into period-level attendance in Aspen 4) Improve graduation certification process by ensuring that, as a complement to the automated process, schools manually verify that transcripts meet graduation requirements; 5) Standardize Aspen configuration across schools to facilitate DCPS' ability to provide oversight and monitoring across the school system; and 6) Centralize cohort management function within Central Office to locate students who have dropped out or transferred from DCPS schools.	
DCPS Self-Assessment	
Overall Assessment of Recommendation	DCPS believes this recommendation should be adopted in full .
Action Needed for Systemic Improvement	<p>DCPS believes that systemic change will require improvement efforts at the high school, middle school, and elementary school levels.</p> <ul style="list-style-type: none"> • DCPS is undertaking a number of steps to improve monitoring and accountability of attendance, grading and graduation policies. While most policies are relevant for secondary grades, there are also policy areas relevant to the elementary grades e.g. attendance, promotion/retention. These steps include introducing more controls and safeguards in the student information system (SIS) as well as increased training, support and oversight of school-level actions.

