



OSSE’s October 2019 Monitoring Report: Attendance and Graduation Outcomes at DCPS

Pursuant to the attendance and graduation reviews that occurred during the 2017-18 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’ third biannual reporting of progress against the DCPS Graduation Excellence Work Plans and Long-Term Objectives.¹

As requested by OSSE, DCPS submitted evidence and deliverables for actions with due dates through March 6, 2020 from their long-term objectives. The long-term objectives cover the following six work streams:

1. Graduation Verification;
2. Student Supports;
3. Scheduling;
4. Summer School;
5. Policy; and
6. Strategy and Continuous Improvement².

Each work stream, along with what DCPS submitted as evidence of completion of actions is described below. 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 prior to this report has been focused on the short-term deliverables related to the 2018 graduation cohort and planning activities for the 2018-19 school year. All short-term deliverables were previously completed by DCPS and assessed in OSSE’s April 2019 monitoring report. This report assesses the long-term objectives and ongoing activities.

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
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.	Previously completed

¹ 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.

² Since its initial work plan submission, DCPS identified the 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 conducts these activities at mid-year and end-of-year. This work stream applies only to the long-term objectives.

Publish and implement an updated graduation verification calendar, including school-level and central office review of student transcripts.	Previously completed
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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.	Previously completed
Continue necessary Aspen updates to support data quality and compliance with policies.	Previously completed
Launch a Graduation Monitoring Framework to ensure ongoing compliance with law, regulation, and policy.	Previously completed

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.

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
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.	Previously completed

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.	Previously completed
Redesign and launch credit recovery programming.	Previously completed

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.

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. 	Previously completed
Provide comprehensive guidance and training to schools on new scheduling requirements and process.	Previously completed
Develop an updated scheduling application (QuickBase) to allow for systematic review of master schedules to ensure compliance with regulation and policy.	Previously completed
Ensure 100 percent of school master schedules have been reviewed and approved by central office.	Previously completed

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.

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.	Previously completed
Determine feasibility of meeting seat-hour requirement to offer original credit courses during summer school.	Previously completed
Ensure access to programming for students with disabilities and English learners.	Previously completed
Analyze Term 3 failure data to determine student/course need and enrollment projection.	Previously completed

Provide enhanced guidance to families regarding promotion, retention, and summer school.	Previously completed
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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.

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.	Previously completed
Publish profile of a DCPS graduate.	Previously completed
Post proposed regulatory revisions and policy updates for 30-day public comment period.	Previously completed
Finalize Graduation; Grading; Promotion and Retention; Attendance policies.	Previously completed
Publish parent-student and staff handbooks.	Previously completed

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.

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.



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Long-Term Objectives and Ongoing Activities

In response to the A&M report and recommendations, DCPS created a plan with long-term objectives and ongoing activities. OSSE reviewed the updates and supporting documentation and is satisfied that DCPS is continuing the internal work to meet the improvement goals set by the local educational agency (LEA). Supporting documentation submitted by DCPS is listed above with the corresponding short-term objectives. DCPS submitted the following status updates on its long-term objectives and ongoing activities. OSSE's review of DCPS' submission follows each work stream's status update.

Work Stream: Graduation Verification

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: March 2020
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	Updated implementation protocols were issued to school leaders and school staff for SY 20-21. ATTACHMENTS: 8.1: SY 19-20 Secondary Grading Implementation Protocol 8.2: SY 19-20 Promotion and Retention Implementation Protocol 8.3: SY 19-20 Graduation Implementation Protocol
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	ATTACHMENTS: 4.1: School Leadership Institute Summer Policy and Systems Training deck

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: March 2020
Create and publish a robust DCPS student/family handbook and ensure families receive clear communication regarding policy expectations and impacts	9/30/2018	Annually		Deliverable: Published student/family handbook, DCPS wide communication, DCPS Policy website	In August 2019, DCPS updated "Pre-K to Graduation: A Policy Guide for DCPS Families" to reflect the latest information on policies. The new guide was posted online and hard copies were distributed to schools and central office divisions. ATTACHMENT: 4.2: Pre-K to Graduation: A Policy Guide for DCPS Families (SY 19-20)
Develop onboarding system for training staff who join DCPS mid-year	8/30/2018	Ongoing		Deliverable: Policy onboarding plan and system for new hires	School leaders were all trained in-person on pertinent policies and provided a turnkey PowerPoint to use with staff at the beginning of the year and as new members join the school team. ATTACHMENTS: 4.1 School Leadership Institute Summer Policy and Systems Training Deck
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	ATTACHMENTS: 13.1: Continuous Improvement Framework online dashboard sample screenshots 13.2: Descriptions of Key Indicators in the DDAC
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)	The following is a list of related system and procedural updates of March 2020: <ul style="list-style-type: none"> - Implementation of Graduation Wizard procedural withdrawal of conferred graduates on the day of Graduation Verification. This process improves the accuracy and security of graduates' final academic and attendance records. (Completed) - Development and roll-out of the Community Service digital submissions through ASPEN (DCPS' student information system). This implementation provides a data repository for storing community service hours verification forms and recording the vetting and reporting of community service hours by designated school staff members. (Completed) - Implementation of a minimum graded assignment provision in the ASPEN Gradebook. To ensure compliance with the DCPS Secondary Grading Policy, this implementation prohibits the submission of term marks for students when there are less than nine assignments issued in a teacher's gradebooks (per DCPS policy). (Completed) - Implementation of a request protocol to support the minimum graded assignment application. Because there are circumstances that require less than the minimum graded assignments to be reported in a teacher's gradebook, a process has been established that allows for school leaders to request a reduction in the graded assignment specification in ASPEN. These requested are submitted through DCPS QuickBase application for the purpose

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: March 2020
					<p>of archiving the request, the reason for the request, and authorization for the accommodation to the grading policy. (Completed)</p> <ul style="list-style-type: none"> - Implementation of the Course Equivalency Verification Protocol. To ensure the accuracy and proper continuity of students' academic progression, a course equivalency verification protocol has been enacted. This process allows school staff members to submit course information for student's transferring into DCPS from a school outside of the district to the Office of Teaching and Learning (OTL). OTL content leaders review the submitted course information and determine the appropriate DCPS course equivalent and school counselor's update students' transcripts accordingly and ensure appropriate scheduling that supports student's matriculation towards fulfillment of academic requirements. (Completed) - Development of a systematic process for adding or modifying courses that full DCPS graduation requirements. This implementation has been adopted to operationalize the protocol for determining course changes and/or additions that are offered by DCPS and are aligned to specific graduation requirement categories. The Office of Teaching and Learning (OTL) and the Office of Secondary Schools (OSS) are the owners of this process; submissions for changes to courses that are associated with graduation requirements must be submitted through DCPS' QuickBase Application with the proper supporting documents and the Chiefs of OTL and OSS must review and authorize these submissions before the changes are initiated. (Complete) - Updated guidance to counselors and other school-based personnel that stipulates the requirement to upload students' transfer records (e.g. transcripts) directly to a student's ASPEN account for record management and operational recourse. (Completed)
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	<p>DCPS' Continuous Improvement Frameworks continues to be an active protocol operationalized by Central office to support schools in accessing student data and ensuring the accuracy and compliance with system policy and District regulations relevant to specified graduation data indicators (e.g. missing marks, Program of Study Assignments, Course Failures due to Attendance, etc....). To improve school-based access to graduation data reports, as of SY 2019-2020, this information is contained in the DCPS Data Analysis Center (DDAC), a digital online resource that provides schools with direct access to real-time student data. To support schools in the proper use of this tool and to engage with student data in a productive manner, prescriptions for data anomalies and /or variances are also stored in DDAC to ensure that student records are accurate and errors in data and/or data reporting may be resolved.</p> <p>ATTACHMENTS:</p>

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: March 2020
					13.1: Continuous Improvement Framework online dashboard sample screenshots
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	One investigation conducted. No report available because the investigation request predates the go-live date of the tool. No requests received since tool was operationalized.
Conduct an annual risk assessment	1/30/2019	Annually		Deliverable: Risk assessment report	<p>Graduation related implications remain in the category of high-risk on the Compliance Team's annual audit plan for SY19-20. The following elements, pertinent to graduation verification remain on our radar: Attendance, Evening Credit Recovery and Twilight Programs, Grading and Grade Appeals, Transcript Conversion Process, Community Service, Scheduling, and Cumulative Records Review.</p> <p>Staffing on the Compliance team increased by one person, effective November 2019. No requests for a targeted review have been identified through the CIF audit monitoring tool or via CARE team grievance filings.</p> <p>Twilight program reviews occur on an ongoing, basis, for all programs once a quarter.</p>

Evidence Submitted to OSSE

- School Year 2019 – 2020 Secondary Grading Implementation Protocol
 - DCPS submitted the 2019 – 2020 school year secondary grading implementation protocol that contains a quick reference checklist, key dates calendar, and FAQ.
- School Year 2019 – 2020 Promotion and Retention Implementation Protocol
 - DCPS submitted the 2019 – 2020 school year promotion and retention implementation protocol that contains a quick reference checklist, key dates calendar, and FAQ.
- School Year 2019 – 2020 Graduation Implementation Protocol
 - DCPS submitted the 2019 – 2020 school year graduation implementation protocol that contains a quick reference checklist, key dates calendar, and FAQ.
- School Leadership Institute Summer Policy and Systems Training deck
 - DCPS submitted the presentation given at its annual summer leadership institute in preparation for the 2019 – 2020 school year.
- Pre-K to Graduation: A Policy Guide for DCPS Families School Year 2019 – 2020
 - DCPS submitted the family guide for the 2019 – 2020 school year that contains information on DCPS policies for attendance, discipline, grading and promotion, credit recovery, and graduation.
- Continuous Improvement Framework online dashboard sample screenshots
 - DCPS submitted screenshots from its Data Analysis Center – Continuous Improvement Framework that refreshes daily to show school and student information on various graduation metrics.

- Descriptions of Key Indicators in the DDAC
 - DCPS submitted a list of key terms and definitions utilized in the Data Analysis Center – Continuous Improvement Framework.
- Parent University Aspen Training deck
 - DCPS submitted the January 2020 training provided to parents on the Apsen parent/student portal.
- Parent Portal Bilingual Guide
 - DCPS submitted the English/Spanish parent guide for the Apsen parent/student portal.
- Parent Portal Quick Guide
 - DCPS submitted the quick reference guide for the Apsen parent/student portal.
- School Year 2018 – 2019 Graduation Summary
 - DCPS submitted the 2018 – 2019 school year adjusted cohort graduation rate that was finalized in November 2019.

OSSE Assessment of Progress and Evidence to Date

DCPS has created protocols for all aspects of graduation verification: grading, promotion and retention, and graduation requirements. These protocols contain explicit action items for specific staff members to be completed by specified deadlines. The protocols include FAQs to provide guidance to staff on these topics. The protocols were updated for the 2019- 2020 school year with needed adjustments based on data collected during the previous school year. DCPS ensures that all school leadership and staff members are trained on these protocols and aware of their expected role through in-person trainings and making available turnkey presentations to schools. DCPS is enforcing these protocols through updates to its monitoring process. DCPS has added staff to its Central Office monitoring team and automated much of its monitoring process to catch and address errors and noncompliance in real time. These measures have already resulted in a decline of investigations, including identification of anomalies in the data resulting in correction rather than investigation. This data and the resulting approach have allowed DCPS to realign resources toward improved school-level practice.

Policy guides for families are available on the DCPS website and distributed to school buildings. Families can check on their student’s assignments, grades, attendance, and progress towards meeting graduation requirements through the Aspen parent/student portal online system. DCPS has taken steps to ensure that students and families are aware of and have access to these resources and supports. OSSE believes that the protocols put in place by DCPS and the systems used to monitor them play a vital role in ensuring the validity of DCPS graduation data and enable DCPS to provide support to schools and students.

Work Stream: Student Supports

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: March 2020
PreK-8 Student Supports					
Ensure robust Response to Intervention framework including tiered academic and	10/30/2018	Annually	In accordance with 5-E DCMR Ch. 22	Deliverable: Submitted school plans and identified	Select elementary schools (25) are continuing to provide Reading Recovery interventions for our lowest performing grade 1 students. {i.e. Amidon-Bowen, Anne Beers, Boone ES, Brown EC, Brightwood EC, Houston ES, ML King ES etc.} All elementary schools are using FUNDATIONS

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: March 2020
behavior interventions at elementary schools and education campuses				Response to Intervention Point of Contact	in grades K-2 to address phonemic awareness. Leveled Literacy Interventions (LLI) is being used at select schools namely, many elementary schools are using iReady as a math intervention and diagnostic tool. Students are assessed and lessons are programmed to meet their individual needs. Some schools use "Do the Math" in small group settings to address skill deficits. {i.e. Turner ES}
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 5-E DCMR Ch. 22	Deliverable: Submitted school plans and master schedules	<p>During SY 2019-2020, all schools with middle grades participated in pre-scheduling planning meetings with DCPS' Secondary Academic Scheduling and Support Team. The purpose of this facilitation was to ensure that middle grade school teams (Principals, Counselors, SPED Coordinators, and other relevant school-based personnel) were knowledgeable of the academic and scheduling requirements for middle grade students established by the Office of Teaching and Learning; also, this meeting provided an opportunity to support schools in addressing the needs of their students and school programming through collaboration with respective Central Office support teams across multiple offices and work streams.</p> <p>Additionally, to ensure that middle school counselors are effectively trained and supported so that there is increased capacity in the facilitation of their designated roles in supporting students, there is an increased focus on professional development opportunities and policy and system trainings to developed middle grade counselors acumen pertaining to academic, attendance, and graduation policies and protocols, in addition to the systems and platforms that support these policies and protocols.</p>
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	<p>DCPS provided guidance to schools around integrating graduation support plans into school CSPs in SY2019-20. Our schools with intensive graduation concerns were asked to submit a graduation component in their plan that included supports for students who are off-track for graduation. The Continuous Improvement Team reviewed these plans and worked with principals to craft appropriate plans. The Continuous Improvement Team and the Graduation Excellence Team meet with schools regularly to monitor progress and provide supports.</p> <p>ATTACHMENTS: 23.1_HS CSP 3yr Example</p>
Ensure every high school has a student support system that includes bi-annual individual	8/30/2018	Annually		Measure: Percent of students with documented planning meetings	In addition to the release of the Student Guide to Graduation, College, and Career for 100 percent of students in Grades 9 - 11. DCPS released the 12th grade Guide to students in October 2019. The second integration of the 9-11 grade Guide was delivered to students in March 2020.

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: March 2020
academic planning meetings and tiered supports					ATTACHMENTS: 24.1: Sample_Student Guide to Graduation College and Career_On-Track.pdf 24.2: Sample_Student Guide to Graduation College and Career_Off-Track.pdf
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	<p>DCPS is committed to providing students the opportunities they need to excel through rigorous coursework aligned to their future interests, and transparent information about their progress. In April 2019, DCPS launched the DCPS Student Guide to Graduation, College, and Career for 100 percent of students in Grades 9 - 11. DCPS released the 12th grade Guide to students in October 2019. The second integration of the 9-11 grade Guide was delivered to students in March 2020. In the guide, students and their families receive clear, personalized information about the steps they need to take to earn a diploma, and pursue college and career opportunities aligned with their skills and interests. Each student's guide is customized to their course progress, college and career interests, and post-secondary goals.</p> <p>DCPS continues to utilize Naviance to support tracking student progress toward graduation and post-secondary opportunities. The following data represents the status of recommended pathways for seniors and post-secondary plan completion for grades 9 -11 in Naviance as of February 1, 2020. Plans were to be completed by the end of January 2020. A Recommended Pathway is the post-secondary course that a school staff member has set for the student in Naviance, based on discussion with the student.</p> <p>100% of 9th-11th graders (based on first 9th grade year) completed a post-secondary survey, based on SY18-19 ISA. 94 % of seniors (based on first 9th grade year) had a recommended pathway. 99 % of seniors (based on first 9th grade year) at non Opportunity Academies had a recommended pathway.</p> <p>ATTACHMENTS Sample_Student Guide to Graduation College and Career_On-Track.pdf Sample_Student Guide to Graduation College and Career_Off-Track.pdf</p>
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	To support schools in using Naviance, DCPS implemented many of the same supports as last year including offering custom trainings at high schools for students and/or staff. As of March 2020 11 schools have opted to have a Naviance training at their school. These trainings trained Students, Counselors, Teachers, Special Education Teachers, Assistant Principals, NAF Staff,

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: March 2020
				start of the 2018-19 school year	<p>College and Career Coordinators, Pathways Coordinators, JROTC staff, and Social Workers. New trainings for this year included a specific training for middle school staff, two trainings open to all DCPS counselors at counselor professional development day in the Fall and a Naviance certification training (an in depth two-day training that certified in Naviance counselors, college and career coordinators, central office staff and NAF staff) in Summer 2020. Across all trainings ~175 staff were trained, similar to last year.</p> <p>DCPS also continued to support schools by responding to Naviance troubleshooting or implementation questions throughout the school year and offering one on one support as needed. The Naviance how to one pagers that were initially created last year have continued to be updated and new one pagers have been created for topics requested by school based staff and as new features in Naviance have been released and/or used by DCPS.</p>
Credit Recovery					
Redesign and launch credit recovery program for the 2018-19 school year	8/30/2018	Annual Review		Deliverable: Credit Recovery Implementation Protocol	<p>DCPS launched a redesigned credit recovery program in SY 2018-2019 to ensure that all students have the opportunity to succeed and are held to rigorous standards of excellence. Through the new credit recovery program, students have access to individualized, competency-based courses that are aligned to DCPS curriculum standards. These courses enable students to progress at their own pace through content that they did not master in their original course to earn course credit on their path to graduation.</p> <p>To support high school students who have fallen behind, credit recovery courses are available to all students in grades 9-12. In addition to credits earned during the regular school day, students can earn credits during after school credit recovery sessions. This allows students who have failed one or more courses to continue on a path toward graduation within four years. School counselors and credit recovery coordinators in every high school have information about credit recovery programming; to help support students to get back on track for graduation. Credit recovery is offered in the following schools: Anacostia, Ballou, Cardozo, Columbia Heights Education Campus, Coolidge, Dunbar, Eastern, HD Woodson, Inspiring Youth Program, Phelps ACE, Ron Brown, Roosevelt, Wilson.</p> <p>Additionally, in January 2019, DCPS revised the Twilight program in response to the district's global assessment of students' needs. Beginning in SY 2019-20, Twilight 2.0 programming is available at: Anacostia, Ballou, Cardozo, Columbia Heights Education Campus, Coolidge, Dunbar, Eastern, HD Woodson, Ron Brown, and Roosevelt. Twilight programming allows</p>

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: March 2020
					<p>students to participate in original credit courses they have not yet taken but need to get back on-track for graduation. During these courses, students will be provided with supports to help them succeed in the course, get on-track for graduation and be poised for postsecondary success. The Twilight 2.0 program provides an opportunity for students from DCPS high schools, who are behind in credits to earn the original credit(s) they need/require to graduate on time in a smaller setting with targeted supports. Twilight courses are taken in addition to a full schedule during the traditional school day, and are typically offered before or after school. Twilight classes are held to the same grading, curriculum, and attendance policies as courses offered during the traditional school day.</p> <p>ATTACHMENTS: 28.1: DCPS Credit Recovery Overview 28.2: Credit Recovery Frequently Asked Questions 28.3: Sample - Credit Recovery Canvas Course Companion (Algebra I) 28.4: Credit Recovery Teacher September 2019 Professional Development 28.5: DCPS Twilight Program Overview</p>
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	<p>The credit recovery policy was updated in November, 2018. No updates have been made to the policy since this date. In September, 2019, all credit recovery teachers and credit recovery coordinators were re-trained on the policy and were provided with training materials. DCPS is in the process of creating a self-paced online course for credit recovery teachers to ensure comprehension of materials. Credit recovery coordinators continue to participate in monthly meetings to review expectations and ensure policies are being implemented with fidelity.</p> <p>ATTACHMENTS: 28.4: DCPS Credit Recovery Teacher Training (September 2019) 29.1: DCPS Credit Recovery Policy (November 2018)</p>
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	1/30/2019	Annually		Deliverable: Data report and analysis	<p>In 2018-19 the Office of Teaching and Learning (OTL) built out rigorous courses in Canvas, adding an additional layer of support to teachers, as well as rigor and accountability. Canvas courses and course guides assure rigor across all sites, embed instructional supports and resources, and deliver consistent assessments to support evidence of mastery. At the beginning of SY2019-20, 24 courses were available in Canvas.</p>

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: March 2020
for summer school, and planning for the following year					As of August, 2019 a total of 1107 students passed 1504 courses in credit recovery classes. The credit recovery classes with the most passages are as follows: Geometry, English I, English II, English III, Biology, Algebra I, World History & Geography II. ATTACHMENTS: 28.3: Sample - Credit Recovery Canvas Course Companion (Algebra I)
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. Our schools with intensive attendance concerns are required to submit an attendance CPS plan that included supports for students and families with chronic absences concerns. The Attendance Team reviewed these plans and worked with principals to craft appropriate plans. Attendance Team offers support and technical advice for schools.
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	During school year 2019-20, DCPS did not mandate Attendance Summer Bridge Engagements. School leaders were encouraged to use bridge programs to educate students and families on the effects of chronic absenteeism and provide an authentic, personal connection between students and schools.
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)	The Attendance Team, in collaboration with the SEED Team, modified DCPS attendance letters to include truancy and class absence information. These letters are issued via email for families that have provided email and via U.S. mail for the other families. DCPS also provides robo-calls at the end of each day to notify families if their student was absent for that day. DCPS also has a "Energy Letter" intervention pilot rolled out last year, which involved sending individualized attendance data letters to a subset of students and families who have a history of absences. The goal of the program was to learn the most effective ways to communicate absenteeism interventions and to make sure every impacted student receives appropriate outreach. Results of the pilot revealed that personalized letters are in fact, an effective way to

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: March 2020
					<p>reduce absences. Families that received letters comparing individual students to the average rates saw reduced absences by 2.7 percent overall. If we scaled letters up to all students, it is estimated that the total absences would be reduced by over 17,000 instructional days. We know that young people deserve every pathway to success, and that begins when students spend more time in school and we reduce the barriers that keep them from missing instruction.</p> <p>Based on these results, we have scaled up the intervention for the current school year as described below:</p> <ul style="list-style-type: none"> In early November, over 19,000 letters were sent to families. A second round of notifications were sent to families via a combination of letters and emails the week of December 27th. A second round of notifications were sent to families via a combination of letters and emails the week of February 14th. These notifications will be sent every 6-8 weeks thereafter. The next round is slated to be sent Mid-March and a final round is slated for May. <p>ATTACHMENTS: 32.1: Example Attendance Letter 32.2: Postcard Project 32.3: Proving Ground Chronic Absenteeism FAQ</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	<p>The Communications and Engagement Office, formerly Office of Family and Public Engagement (OFPE), worked with the College and Career Team to execute events designed for students and families around College and Career preparedness. The College and Career Coordinators were able to execute on the following events:</p> <ul style="list-style-type: none"> College and Career Coordinators hosted monthly College and Career Blitz that are designed to assist students with post-secondary applications and resources (FAFSA, DCTag, and Career Applications). During these Blitz community partners were present and assist students and families. CCC hosted 1 College and Career Fair a year for Families and students to present College/ University resources and Career resources.

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: March 2020
					<p>- Hosted Financial Aid and Student/ Family engagement meetings with school counselors and school administrators about post-secondary resources and options available. Community Partnerships and local non-profits supported these engagement events.</p> <p>- Host College and Career tours for students as an exposure event hosting internships for our students that are Career Direct and Career Education pathway students.</p> <p>Planned upcoming events (prior to 2019-20 school year closures) include planning the following for students and families:</p> <ul style="list-style-type: none"> - Washington Metropolitan Student and Family Resource Fairs, partnering with DOES and DCHD on locations to provide support to students and families on enrollment and additional resources from community partners. - Ballou High School Resource Fair - Offering support on college and career opportunities for students. - Kelly Miller Middle School Resource Fair - Offering support on high school and college and career opportunities for middle school students. <p>Execution of these events will be contingent upon the development of school calendars once students return from 2019-20 school year closures.</p>
<p>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</p>	<p>9/30/2018</p>	<p>N/A - Continuous Improvement</p>		<p>Deliverable: Training materials and marketing</p>	<p>Since August 2019, the Aspen team has provided Aspen training at 9 events, including Back to School Nights, Open Houses, Saturday Schools and Parent-Facing Workshops.</p> <p>8/22/19 -- Roosevelt Open House 9/11 Ballou Back To School Night 9/12 Cardozo Back To School Night 9/18 Wilson Spanish Families Open House 12/10/20 LAD Parent Portal MacFarland 1/14/2020 Parent University Hart MS 1/15/2020 Brookland MS PTO 2/4/2020 Parent University Brookland 3/7/2020 Saturday School Eastern</p> <p>ATTACHMENTS: 37.1: Aspen Training Parent University 37.2: Parent Portal Guide Bilingual Guide</p>

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: March 2020
					37.3: Parent Portal Quick Guide
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	Academy APs monitored and discussed student and family usage of the Aspen gradebook at monthly 9th grade academy AP meetings September 18, October 17, November 7, December 12, January 15, and February 12 in SY 19-20.
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 continues to communicate information regarding appeals processes to leadership and staff during policy trainings and to families through the Pre-K to Graduation Policy Guide. ATTACHMENTS: 40.1: DCPS Appeals Process Overview 4.2: Pre-K to Graduation - A Policy Guide For Families.

Evidence Submitted to OSSE

- HS CSP 3yr Example
 - DCPS submitted a sample 3-year comprehensive school plan for Anacostia High School.
- Spring 2020 Sample Student Guide to Graduation College and Career (On-Track)
 - DCPS submitted a sample student guide to graduation, college, and career for a student who is on-track to graduate. The guide contains the student’s transcript, where he/she is on meeting the graduation requirements, and individualized suggestions for possible college and career choices.
- Spring 2020 Sample Student Guide to Graduation College and Career (Off-Track)
 - DCPS submitted a sample student guide to graduation, college, and career for a student who is not on-track to graduate. The guide contains the student’s transcript, where he/she is on meeting the graduation requirements, and individualized suggestions for possible college and career choices.
- DCPS Credit Recovery Program Overview
 - DCPS submitted the 2019 – 2020 school year overview of its credit recovery program including information on student eligibility; course offerings; enrolment and scheduling; attendance, grading, and instruction; and support and oversight.
- Credit Recovery Frequently Asked Questions

- DCPS submitted an FAQ for school staff members on its credit recovery program.
- Sample - Credit Recovery Canvas Course Companion (Algebra I)
 - DCPS submitted an overview and requirements for its Algebra I credit recovery course.
- Credit Recovery Teacher September 2019 Professional Development
 - DCPS submitted the training provided to credit recovery teachers on September 23, 2019.
- DCPS Twilight Program Overview
 - DCPS submitted the 2019 – 2020 school year overview of its twilight program including information on student eligibility; course offerings; enrolment and scheduling; attendance, grading, and instruction; and support and oversight.
- DCPS Credit Recovery Policy (November 2018)
 - DCPS provided its credit recovery policy updated on November 5, 2018.
- Example Attendance Letter
 - DCPS submitted an example of a letter sent home to a parent about concerns over the student’s attendance.
- Postcard Project
 - DCPS submitted a description of the program used to help parents of kindergarten students understand the importance of consistent school attendance.
- Proving Ground Chronic Absenteeism FAQ for School Year 2019 – 2020
 - DCPS submitted the FAQ for school staff members on its program aimed at reducing chronic absenteeism.
- Parent University Aspen Training deck
 - DCPS submitted the January 2020 training provided to parents on the Apsen parent/student portal.
- Parent Portal Bilingual Guide
 - DCPS submitted the English/Spanish parent guide for the Apsen parent/student portal.
- Parent Portal Quick Guide
 - DCPS submitted the quick reference guide for the Apsen parent/student portal.
- DCPS Appeals Process Overview
 - DCPS submitted information on how its appeals process works if a parent is dissatisfied with DCPS’s initial response.
- Pre-K to Graduation - A Policy Guide For Families
 - DCPS submitted the family guide for the 2019 – 2020 school year that contains information on DCPS policies for attendance, discipline, grading and promotion, credit recovery, and graduation.

OSSE Assessment of Progress and Evidence to Date

This work stream is key to achieving systemic improvements. It is important that schools follow all policies and procedures, and it is equally vital that students and families partner with the LEA in their understanding and compliance with these activities. Preparing and supporting students to reach their educational and future career goals is at the heart of what DCPS does. Schools play a key role in providing supports to students and families. DCPS provides supports that relate directly back to the graduation requirements starting in elementary school and continuing through high school. DCPS makes schools and families aware of available supports through inclusion in family guides and ongoing trainings to schools. DCPS informs families and the community of available supports through various trainings and community events such as back to school night, open houses, and college and career fairs. OSSE recognizes DCPS’ acknowledgment that placing students on a successful path to graduation starts in elementary school and requires support throughout a student’s academic career. OSSE is pleased to see that DCPS has based this work stream and resulting decisions on student data. Following are some highlights of the supports DCPS has put in place for families and students.

DCPS has general supports available to all students and families. DCPS has implemented tiered academic and behavior interventions at all elementary schools to put students on the track to graduation early in their school years. DCPS ensures elementary school teachers are aware of middle school requirements so they can help students transition and be prepared for the increased academic expectations. Middle school counselors are trained on how to assist students in the areas of academic, attendance, and graduation policies and protocols so that the students build the needed skills and habits to be successful in high school. DCPS’s student support system that includes bi-annual individual academic planning meetings and tiered supports has been expanded to all high school grade levels. Most schools have received in-school training on how to use its student support system, Naviance. Through Naviance students can track their progress toward graduation. DCPS’s reported high percentage of participation in the activities needed to create a recommended pathway to post-secondary goals indicates that not only are these supports in place but they are being utilized by students and schools. DCPS alerts families of student attendance concerns through emails, letters, and robo-calls. DCPS found that personalized letters are an effective way to reduce absences.

In addition to these general supports, DCPS has implemented targeted supports to schools and families. DCPS has put in place targeted academic supports in reading and math for its highest need elementary schools. High schools with the lowest graduation numbers were required to submit a plan on how they would support students who are off-track for graduation. DCPS Central Office staff members monitor the progress toward these plans. DCPS continues to implement its redesigned credit recovery program launched in the 2018 – 2019 school year. This program allows students who are behind on Carnegie unit requirements to make-up courses throughout their high school career, which allows students to be on track to graduate in the traditional four-year timeframe. Many high schools offer credit recovery courses after school so that students can make-up classes while continuing to earn credits during the regular school day. DCPS’ revised credit recovery program is accompanied by a credit recovery policy to ensure schools and students are aware of the expectations. DCPS ensures compliance with credit recovery requirements through ongoing monitoring activities. DCPS also revised its Twilight program in January 2019 for implementation at ten high schools starting the in 2020 – 2021 school year. Schools with attendance data falling into the highest tiers of concern must submit a plan on how the school will support students and families with chronic absences.

Work Stream: Scheduling

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: March 2020
Ongoing Monitoring and Supports					
Ensure all secondary master schedules and individual student schedules are completed and aligned with DCPS regulations and expectations	8/15/2018	Annually		Measure: Percent of school master schedules reviewed and approved by Central Office	The master schedule review process that was initialed during SY 2018 is still active. Relevant Central Office Content Teams continue to support schools in the development of master schedules and provide necessitated support to ensure appropriate and optimal academic implementations for students and schools. In February 2020, to enhance the support that is being provided to schools and mitigate scheduling anomalies and/or conflicts, the Secondary Academic Scheduling and Support Team facilitated Master Schedule Round Tables. This engagement provided a forum for School Leaders and Master Schedulers to meet with Central Office Content-Area Leaders, Department Leaders, and other District Leaders to receive support in the development of school-based

					<p>Master Schedules. The desired outcome from this engagement was to ensure compliance and continuity with district scheduling expectations and the following goals were defined for this engagement:</p> <ul style="list-style-type: none"> •Goal 1: To provide school leaders and master schedulers with direct access to central office personnel that set and monitor district scheduling expectations. •Goal 2: To proactively remedy non-compliance with scheduling requirements and/or decisions that negatively impact school-based academic program. •Goal 3: To ensure that school-based master schedules submitted to the Secondary Team on the designated calendar date during Term 3 are representative of an appropriate school program and meet the established requirements for scheduling. <p>ATTACHMENTS: 43.1: Master Scheduling Round Table Plan SY 19-20</p>
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Evidence Submitted to OSSE

- Master Scheduling Round Table Plan School Year 2019 – 2020
 - DCPS submitted the agenda for the master schedule roundtable meetings that central office held with school leaders and master schedulers from February 24 – 28, 2020.

OSSE Assessment of Progress and Evidence to Date

DCPS coordinates with schools to ensure schedules and course offerings meet all requirements. This formalized process has been in place since 2018 and focuses on three goals that improve transparency, efficiency, and compliance between central office and school-based teams. OSSE supports these efforts that result in better planning and focuses schools’ efforts on providing needed education to students.

Work Stream: Summer School

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: March 2020
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	<p>The Extended Learning and Academic Recovery Division within the Office of Teaching and Learning (OTL) continues to engage and lead a broad cross-office effort for the preparation of eight K-5 summer school sites, six middle school sites, and 8 high school sites to deliver enrichment, academic recovery, credit recovery, and original credit programming during Summer 2020. DCPS is prepared to serve 2,137 K-5 students, between enrichment and remediation, 72 middle school students for enrichment, and any student in grades 6-12 who requires remediation in order to remain on track towards promotion and graduation. ELAR looks forward to receiving the bulk of its funding in a timely manner in order to implement successful summer extended learning programming.</p> <p>In the recent emergency legislation in response to the District’s health emergency, DCPS received flexibility for how promotion and retention decisions will be made for this school year. DCPS can choose to waive the requirements as detailed in D.C. Code and the DCMR, including summer school since that is a requirement for students who are at risk of retention. DCPS will develop guidance around promotion/retention and implications for summer school as we have a better sense of the timeline for the extended closure in response to the District’s health emergency.</p>
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	<p>The Extended Learning and Academic Recovery Division within the Office of Teaching and Learning (OTL) continue to engage and lead a broad and collaborative cross-office effort for the preparation of all 22 summer sites. The team has created a detailed projects plan that lays out critical deadlines and deliverables that must be met to ensure successful summer extended learning programming for our students</p> <p>In the recent emergency legislation in response to the District’s health emergency, DCPS received flexibility for how promotion and retention decisions will be made for this school year. DCPS can choose to waive the requirements as detailed in D.C. Code and the DCMR, including summer school since that is a requirement for students who are at risk of retention. DCPS will develop guidance around promotion/retention and implications for summer school as we have a better sense of the timeline for the extended closure in response to the District’s health emergency.</p>

					ATTACHMENTS: 47.1: Summer extended Learning Work Plan
Redesign summer programming to meet needs of students at risk of retention	6/30/2019	Annually		Deliverable: Redesigned programming launch summer 2019	<p>The DCPS credit recovery model and courses utilized during the school year are also the mechanism for high school students to receive credit in summer school. All summer school credit recovery courses follow the DCPS curriculum, including the same assessments and level of rigor that students receive during the school year. Students can be scheduled in courses that total no more than to 2.0 credits at a time during Summer Extended Learning and receive credit upon demonstration of proficiency in all designated areas. Students also have the opportunity to be scheduled in a limited number of original credit courses based on the needs of 2020 potential 4th year or higher summer graduates. All original credit courses are not tied to a seat hour waiver must meet the 60 or 120 hour seat hour requirement 0.5 and 1.0 credit course respectively.</p> <p>ATTACHMENTS: 28.1: DCPS Credit Recovery Overview 28.2: Credit Recovery Frequently Asked Questions 28.3: Sample - Credit Recovery Canvas Course Companion (Algebra I) 28.4: Credit Recovery Teacher September 2019 Professional Development 28.5: DCPS Twilight Program Overview</p>

Evidence Submitted to OSSE

- Summer extended Learning Work Plan
 - DCPS submitted its proposed budget, staffing, and enrollment schedule for summer school 2020.
- DCPS Credit Recovery Program Overview
 - DCPS submitted the 2019 – 2020 school year overview of its credit recovery program including information on student eligibility; course offerings; enrolment and scheduling; attendance, grading, and instruction; and support and oversight.
- Credit Recovery Frequently Asked Questions
 - DCPS submitted an FAQ for school staff members on its credit recovery program.
- Sample - Credit Recovery Canvas Course Companion (Algebra I)
 - DCPS submitted an overview and requirements for its Algebra I credit recovery course.
- Credit Recovery Teacher September 2019 Professional Development
 - DCPS submitted the training provided to credit recovery teachers on September 23, 2019.
- DCPS Twilight Program Overview
 - DCPS submitted the 2019 – 2020 school year overview of its twilight program including information on student eligibility; course offerings; enrolment and scheduling; attendance, grading, and instruction; and support and oversight.

OSSE Assessment of Progress and Evidence to Date

DCPS provides summer extended learning programming for students of all grade levels focused on different areas of need: enrichment, academic recovery, credit recovery, and original credit. DCPS creates detailed work plans for the programming and curriculum as well as the physical spaces where the programs will be offered. Credits earned through summer programming meet the same standards and rigor as credit earned during the regular school year. DCPS has rules and monitoring mechanisms in place to ensure credit recovery policies are followed and requirements are met.

Although DCPS’ summer planning is well underway, it is aware of changes that may be needed due to extended school closures during the 2019-20 school year. DCPS is prepared to make adjustments and utilize flexibility offered through emergency legislation on promotion and retention standards. DCPS continues to monitor the changing environment and will make decisions as information becomes available on how long schools will be closed. OSSE will work with and support DCPS through these unprecedented circumstances.

Work Stream: Policy

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: March 2020
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	<p>The Deputy Chief of Policy and Systems Improvement has completed work on several priority policy and guidance documents which needed to be in effect by the beginning of the 2019-2020 SY.</p> <p>In addition, the agency began planning an elementary grading policy, but determined that a full year of planning and preparation was needed to appropriately address all of the systemic impacts needed for effective implementation of the policy (i.e. guidance, training, scheduling, and student information system changes). Initial work on an elementary grading policy is underway with plans for the policy to be in effect for the 2020-2021 SY.</p> <p>This winter, the Deputy Chief initiated an environmental scan to determine current DCPS regulatory and policy gaps. These needs are in the process of being prioritized in a multi-year plan which will be finalized this SY.</p> <p>ATTACHMENTS: 51.1 CLT Deck 51.2 Policy Survey</p>
Create and execute an annual policy review process to update current policies and	5/30/2019	Annually		Deliverable: Policy review process	This winter, the Deputy Chief initiated an environmental scan to determine current DCPS regulatory and policy gaps. These needs are in the process of being prioritized in a multi-year plan which will be finalized this SY.

implementation protocols and ensure alignment with code and regulations					
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	This winter, the Deputy Chief initiated an environmental scan to determine current DCPS regulatory and policy gaps. These needs are in the process of being prioritized in a multi-year plan which will be finalized this SY.

Evidence Submitted to OSSE

- CLT Deck
 - DCPS submitted the training given at its Core Leadership Team January 7, 2020 meeting.
- Policy Survey
 - DCPS submitted a copy of the policy survey sent to cabinet members in January 2020.

OSSE Assessment of Progress and Evidence to Date

DCPS’ initial work in this work stream focused on creating new graduation policies and implementation guidance. These were in place by the 2018 – 2019 school year and were reviewed as part of OSSE’s first two monitoring reports. DCPS is now working to identify regulatory and policy gaps, and solutions for addressing these gaps. OSSE looks forward to reviewing the finalized plan in its next report.

Work Stream: Strategy and Continuous Improvement

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: March 2020
<p>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</p>	<p>1/30/2019</p>	<p>Annually</p>		<p>Deliverable: Mid-year summary</p>	<p>See midyear update from June 2019: DCPS began addressing policy variances as soon as they were surfaced and created an internal team to prioritize this work. During the winter/spring of 2018, DCPS focused on training schools on current policies and ensuring all 2018 graduates received their diplomas in accordance with all code, regulation, and policy. Concurrently, DCPS engaged a broad group of stakeholders to review our current policies and provide feedback on improvements to increase equity for students.</p> <p>New policies for attendance, grading, credit recovery, promotion, and graduation went into effect for SY 2018-2019. DCPS has provided (and continues to provide) extensive training for school leadership and staff. DCPS has communicated extensively with students and families about the policy expectations, including a comprehensive Pre-K to Graduation Guide for families. DCPS also put dynamic systems in place—including automations in the student information system (Aspen) and the provision of real-time data through the Continuous Improvement Framework—to empower schools with the information necessary to stay in compliance and monitor their actions. The Graduation Excellence Team regularly updates the Chancellor and Senior Leadership team on progress and challenges related to this work through PriorityStat presentations.</p> <p>ATTACHMENTS: 4.1: School Leadership Institute Summer Policy and Systems Training deck 4.2: Pre-K to Graduation - A Policy Guide For Families</p>
<p>Conduct end-of-year review to evaluate effectiveness of Graduation Excellence strategy and make adjustments, as needed, based on student data,</p>	<p>7/30/2019</p>	<p>Annually</p>		<p>Deliverable: End-of-year summary</p>	<p>The Graduation Excellence team conducted an end of year review for the 2018-2019 school year focused on key actions to: Maintain high expectations for all students and ensure all graduates feel confident they have earned their diploma; Empower our students and families on their path to graduation with the supports they need to be successful; and Provide clear and transparent policies with rigorous monitoring systems. The review yielded three big picture takeaways: Over the past two years, DCPS has taken steps to ensure that all students</p>

stakeholder feedback, and implementation progress					<p>meet our standard of excellence and have the support they need to thrive. School Year 2018-2019 was the first full year of implementation of our Pre-K to Graduation policies, which our schools are implementing and monitoring with fidelity. 1) We are proud of the 2,170 graduates (65%) who met our standards of excellence and we will continue to provide support to all students on the path to graduation 2) Building strong systems and structures is a multi-year process, and 3) We will continue this work to support future DCPS graduates as they transition into college and their future careers. The attached presentation details steps taken and provides student outcome data.</p> <p>ATTACHMENTS: 5.1: 2018-2019 Graduation Summary</p>
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Evidence Submitted to OSSE

- DCPS Summer Leadership Institute Policy and Systems Presentation Deck
 - DCPS submitted the presentation given at its annual summer leadership institute in preparation for the 2019 – 2020 school year.
- Pre-K to Graduation: A Policy Guide for Families School Year 2019 – 2020
 - DCPS submitted the family guide for the 2019 – 2020 school year that contains information on DCPS policies for attendance, discipline, grading and promotion, credit recovery, and graduation.
- School Year 2018 – 2019 Graduation Summary
 - DCPS submitted the 2018 – 2019 school year adjusted cohort graduation rate that was finalized in November 2019.

OSSE Assessment of Progress and Evidence to Date

DCPS conducts mid-year and end-of-year assessments of the cumulative impact of its efforts to: maintain high expectations for all students and ensure all graduates are confident they have earned their diploma, empower students and families on their path to graduation with the supports they need to be successful, and provide clear and transparent policies with rigorous monitoring systems. After reviewing DCPS’ submission, OSSE affirms that DCPS continues its progress towards system-wide improvement in its graduations practices and policies. DCPS maintains this work at the forefront of school leaders’ priorities by presenting at its Summer Leadership Institute. DCPS reviewed its successes and challenges from the 2018 – 19 school year and reviewed its progress towards implementing key policies and procedures related to attendance, grading, credit recovery, promotion, and graduation. Some important improvements include extensive training for all schools on current graduation policies and implementation of automated monitoring processes. OSSE approves of the changes DCPS has made to its graduation policies and procedures and feels confident that DCPS is providing the needed guidance and technical support to its schools and staff members to be able to implement these changes.

The DCPS Policy Guide for Families affords students and families access to needed supports at all grade levels. This guide is updated each school year and helps families understand DCPS’ expectations related to attendance, discipline, grading and promotion, credit recovery, and graduation. It is important that students and families collaborate with DCPS through understanding and adherence to these expectations throughout the school career, so that students are prepared to meet graduation standards and earn their diplomas. This effort is necessary long before a student’s senior year of high school and OSSE commends DCPS for providing this resource to students and families to ensure that students are on the right track from the time they enter DCPS.

For the 2018 – 19 school year, DCPS reported an adjusted cohort graduation rate of 65%. This is a decrease from the 2018 graduation rate and continues the decline since 2017. However, as DCPS has held schools and students accountable for meeting graduation requirements, a short-term decrease is expected. The steps DCPS has taken will ensure that as its graduation rate rises, there will be confidence that those students have met expectations and earned their high school diplomas. Furthermore, these students will be better prepared for the demands of the workforce and post-secondary education opportunities. In addition to reporting on the graduation rate, DCPS reported on readiness for college and career based on SAT scores. 2019 graduates continued to show steady progress in this area, with 43.8% showing readiness in the area of reading and writing, and 26.1% showing readiness in the area of math. OSSE appreciates the additional efforts DCPS has taken to include in its review of progress the data it is tracking to ensure its students' success in high school and beyond.