OSSE's October 2020 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' fourth and final biannual reporting of progress against the DCPS Graduation Excellence Work Plans and Long-Term Objectives.[1] DCPS has met its obligations as outlined in OSSE's June 2018 monitoring report, including implementation of the work plan DCPS created to address the recommendations from the January 16, 2018 Alvarez & Marsal report. This report closes out OSSE's monitoring of graduation and attendance outcomes at DCPS.

OSSE postponed the April 2020 monitoring until October 2020 to allow DCPS to focus all of its efforts on the transition to virtual learning for all students following the March 11, 2020 public health emergency declaration. As requested by OSSE, DCPS submitted evidence and deliverables for actions with due dates through October 16, 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 Improvement.

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 additionally requested that DCPS submit information on how it ensured adherence to the graduation requirements and any adjustments made during the DC public emergency due to COVID-19 for those students graduating at the end of the 2019 – 20 school year. DCPS incorporated its response to that question into the information provided for each work stream.

OSSE's assessment of progress and evidence in the December 2018 and April 2019 reports 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. For a description of the short-term deliverables, see OSSE's December 2018 and April 2019 monitoring reports. OSSE's October 2019 monitoring report focused its assessment on the long-term objectives and ongoing activities. This report continues to assess the long-term objectives and ongoing activities.

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[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.

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	Evidence of Completion	Update: November 2020
Defining Performance Expectations				
Develop and publish policy aligned implementation protocols in core areas, clearly outlining roles and responsibilities	8/15/2018	Annually	Deliverable: Published policies and implementation protocols	All materials have been published through the DCPS Way SharePoint site for school leaders, which houses all critical information in one easy-to-use website. All relevant documents were updated on DCPS Way for school leaders as of 10/7/2020. Note: The DCPS Was Site is only available to individuals within DCPS; screenshots are included in the evidence folder for reference. ATTACHMENT: 8.1 DCPS Way SharePoint Site Screenshots 8.2 DCPS Way URL 9.1 SY20-21 PreK-12 Grading Policy 9.2 SY20-21 Secondary Grading Policy Overview
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	Due to the ongoing nature of COVID-19 and distance learning, relevant adjustments to Grading, Attendance and other relevant policies were reviewed with school leaders prior to the beginning of the school year. Principals were provided with a turnkey PowerPoint presentation and instructed to share with their school teams prior to the beginning of the year. Secondary Instructional Superintendents followed up with all secondary principals to ensure grading policy training was delivered. ATTACHMENT: 9.1 SY20-21 PreK-12 Grading Policy 9.2 SY20-21 Secondary Grading Policy Overview

Long-Term Objective	Initial Timeline	Ongoing Frequency	Evidence of Completion	Update: November 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	Ahead of long-term virtual instruction in SY20-21, DCPS developed the Family Guide to Learning at Home. It was published online at dcpsreopenstrong.com/resources/ -- along with other changes to student policies this school year – and shared in digital communications with families Ongoing policy adjustments due to COVID-19 changes are consistently shared publicly on the dcps.dc.gov/coronavirus website. ATTACHMENTS: 10.1 Family Guide to Learning at Home
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 virtually 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: 9.1 SY20-21 PreK-12 Grading Policy 9.2 SY20-21 Secondary Grading Policy Overview
Risk-Based Audit Process				
Identify top measures that increase standing risk and can best measure compliance and/or flag potential noncompliance	5/30/2018	Annually	Deliverable: Sample monthly data report	DCPS maintains the Continuous Improvement Framework that monitors school based data in the areas of Attendance, Behavior, and Graduation; this data is centrally stored and accessible to both Central Office and School-Base personnel through the DCPS Data Analysis Center (commonly referred to as DDAC) Specifically in the area of graduation, the data points that are consistently monitored for the purpose of assessing risks and/or non-compliance with District and State polices/regulations include the following criterion: 1. Credit Recovery Courses with no previous course failure. 2. Credit Recovery Courses scheduled concurrently with original credit courses. 3. Missing or Invalid Programs of Study 4. Credits earned with missing and invalid course marks. 5. Missing and Invalid course marks. Initiated during SY 20-21, an improved report for secondary schools' course scheduling was launched through the DDAC system. The Secondary Scheduling Monitoring Report manages compliance data utilizing the following indicators: 1. Middle School schedule completeness. 2. High School schedule accuracy and completeness. 3. Middle and High School course duplicates and other scheduling flags. 4. High School credit recovery and original credit course scheduling needs for graduation progression.

Long-Term Objective	Initial Timeline	Ongoing Frequency	Evidence of Completion	Update: November 2020
				ATTACHMENTS: 13.1: Continuous Improvement Framework online dashboard sample screenshots 13.2: Descriptions of Key Indicators in the DDAC 13.3: Scheduling Dashboard Sample
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)	At the conclusion of SY 19-20 and as DCPS prepared to begin SY 20-21, the following system improvements and procedures were established: 1. The launch of the QuickBase Graduation Verification System which is an online tool that supports the official graduation review and the conferment of high school candidates. The Graduation Verification System manages the vetting of graduation fulfillment by District reviewers and stores relevant graduation verification documents in a centrally based data system including the following forms and information: • Uploaded the Signed Principal's Verification Form • Uploaded the School's Actual Graduates Report. • Uploaded the IEP Certification Documentation from DSI • Entered the total # of students eligible to receive a diploma • Entered the total # of students eligible to receive a IEP certificate • Submitted an E-Signature 2. The Gradebook Monitoring Tool is a Secondary Schools report adapted to support school leaders in the monitoring of teachers' gradebooks. This report updates on a 24-hour cadence, therefore, school leaders can access a current reporting of teachers' gradebook data daily. Listed below is a key that provides a description of the data points that are defined in the Gradebook Monitoring Report: A: School Name – Identifies the school from which Aspen Teacher Gradebook data has been imported. B: Staff Name – Identifies the teacher of record for which reported data has been imported from the Aspen Gradebook. C: Grade Term – Identifies the scheduled or academic term for which reported data has been imported from the Aspen Gradebook. D: Course Name – Identifies the proper name of the course for which reported data has been imported from the Aspen Gradebook. E: Course View – Identifies the schedule code and section number of the course for which reported data has been imported from the Aspen Gradebook. F: Assignment Name – Identifies the name of an assignment as recorded a teacher in the Aspen Gradebook. G: Assignment Type (RCT, ELT, and N/A) – Identifies the assignment type prescribed to the graded activity in a teachers' gradebook.

Long-Term Objective	Initial Timeline	Ongoing Frequency	Evidence of Completion	Update: November 2020
				H: Date Assigned – Identifies the date an assignment was published in a Teacher's Aspen Gradebook. I: Date Due - Identifies the due date for an assignment published in a Teacher's Aspen Gradebook. J: Category – Identifies the assignment category and respective weights (A = Assessment/weighed at 40%; P = Participation/weighed as 40%; and E = Enrollment weighed as 20%) set by the teacher of record. K: Extra Credit – Identifies an assignment setting of Extra Credit. A report of "Yes" in Column K indicates an assignment is set as Extra Credit and a report of No indicates that an assignment is not set as Extra Credit. All Term 3 assignments due after March 13th must be set as Extra Credit in accordance with COVID 19 Term 3 Grading Guidance. L: Total Students Enrolled – Identifies the number of students scheduled in the course of record as imported from the Aspen Gradebook. M: Total Assignments Graded – Identifies the number of students scheduled in the course of record who have a recorded grade/score for the respective assignment in the teacher's Aspen Gradebook. N: Total Points Possible – Identifies the total points possible for an assignment as set by a teacher in the Aspen Gradebook. O: Highest Grade Reported - Identifies the highest grade/score recorded for the respective assignment as imported from the Aspen Gradebook. P: Lowest Grade Reported – Identifies the lowest grade/scored recorded for the respective assignment as imported from the Aspen Gradebook. Q: Assignment Average – Identifies the average grade/score for students who completed the respective assignment as imported from the Aspen Gradebook. R: Visibility – Identifies the setting (Public or Private) for an assignment as determined by the teacher of record. If an assignment does not have a Public setting, then the assignment and the associated grade/score will not be visible in a student's or family's Aspen Portal view. 3. To support Elementary Schools in the process of grade management and to monitor occurrences of missing and invalid marks for grading rubric categories and defined sub-skills/standards, the Elementary Grading Report was launched during SY 20-21. This report which derives data from Aspen (DCPS' student information system) identifies missing marks and transcript records for Elementary schools across all rubric criteria/subject area by grade level. Please note that all the related systems and procedures that were implemented in previous academic years are continued and consistently reviewed for improved utilization. ATTACHMENTS: 14.1: Quickbase Graduation Verification Page

Long-Term Objective	Initial Timeline	Ongoing Frequency	Evidence of Completion	Update: November 2020
Produce monthly data reports that are reviewed by central teams and instructional superintendents for tiered follow-up	8/30/2018	Monthly	Deliverable: Sample monthly data report with dates the report was pulled and distributed	DCPS' 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.…). District and School- Base users are able to access graduation data reports through 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. ATTACHMENTS: 13.1: Continuous Improvement Framework online dashboard sample screenshots 13.2: Descriptions of Key Indicators in the DDAC
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	The Audit team created the Targeted Review Quickbase application during SY 19-20. This application is available but is not currently in use. System needs authorized requestor information updated for SY 20-21, before process can be implemented.
Conduct an annual risk assessment	1/30/2019	Annually	Deliverable: Risk assessment report	The Audit team is currently conducting a graduation requirements audit at Roosevelt High School for students that graduated in SY 18-19 and 19-20. The following areas will be reviewed in the audit: attendance protocols, grading (grade/Carnegie unit changes), transcript conversion/evaluation process (out of district and in district students), evening credit recovery, Twilight programming, systems access, and community service hours. The Audit team is also slated to conduct another graduation audit for SY 20-21 (see audit plan) ATTACHMENTS: 17.1: SY20-21 Draft Audit Plan

Evidence Submitted to OSSE
- DCPS Way SharePoint Site Screenshots
  - DCPS submitted screenshots of its internal DCPS Way Site, which contains all materials and key resources for its staff members.
- DCPS Way URL

- o   DCPS submitted the link to access the DCPS Way Site (internal DCPS access only).
- SY20-21 PreK-12 Grading Policy
  - o   DCPS submitted is updated grading policy for the 2020 – 21 school year, updated August 6, 2020 with needed adjustments for the continuation of virtual learning.
- SY20-21 Secondary Grading Policy Overview
  - o   DCPS submitted the training slide deck used to inform school personnel of the grading policy updates for the 2020 – 21 school year.
- Family Guide to Learning at Home
  - o   DCPS submitted the guide it created for families to provide all needed information for the continuation of virtual learning for the 2020 – 21 school year.
- Continuous Improvement Framework online dashboard sample screenshots
  - o   DCPS submitted screenshots of its online system used to monitor various District-wide, school-level, and student-level data points for compliance with DCPS and DC polices and regulations.
- Descriptions of Key Indicators in the DDAC
  - o   DCPS submitted a description of the various data points that are monitored under the Continuous Improvement Framework.
- Scheduling Dashboard Sample
  - o   DCPS submitted a screenshot of the secondary scheduling data online portal with District wide summaries of the various data points that are monitored.
- Quickbase Graduation Verification Page
  - o   DCPS submitted a screenshot of the secondary academic scheduling and support application, which houses all graduation verification documents in a centralized location.
- SY20-21 Draft Audit Plan
  - o   DCPS submitted its annual audit plan and risk assessment that details its planned targeted audits of graduation requirements.

OSSE Assessment of Progress and Evidence to Date

DCPS made adjustments to grading, attendance, and other relevant policies due to the continuation of virtual learning for the 2020 – 21 school year. DCPS ensured that all school leaders were briefed on the changes and that they trained school personnel. DCPS gathered all relevant materials into one place on the internal SharePoint site for ease of access for all staff members. The adjustments made were intended to ensure that grading practices are equitable across all schools and reflect student learning. Term grades are based on student engagement (20%), practice and application (40%), and assessment (40%). Adjustments to the grading system include the use of Incomplete instead of a failing grade with extra time allowance to earn a passing grade over the summer and use of Passing instead of C's or D's to have a neutral impact on student grade point averages. To assist families with the continuation of virtual learning, DCPS created the Family Guide to Learning at Home, which is available on the DCPS website and was shared in digital communications with families. This guides contains key information on DCPS's virtual instruction programming, including information on student schedules, the online learning management system, adjustments made to grading and attendance tracking, and access to school materials and meals. OSSE sees that DCPS created and shared many resources to ensure that all school staff members and students and families were prepared for a successful start to the 2020 – 21 school year.

DCPS continues its use of the Continuous Improvement Framework that monitors school based data in the areas of attendance, behavior, and graduation on the District, school, and student levels. Both central office and school-base personnel have access to this data and use it to continuously monitor various data points for non-compliance with DCPS and DC polices and regulations, including graduation requirements. For the 2020 – 21 school year DCPS improved the system report for secondary schools' course scheduling. DCPS has standardized definitions of the various data points monitored under the Continuous Improvement Framework and written prescriptions for resolving data and policy violations. Prior to the start of the 2020 – 21 school year, DCPS made numerous system improvements and established procedures, including developing a centralized place to store graduation verification documents, creating a Gradebook Monitoring Tool to support school leaders in the monitoring of teachers' gradebooks, and creating the Elementary Grading Report to identify missing marks and transcript records for all elementary schools. DCPS is currently conducting targeted

audits for compliance with graduation requirements. OSSE believes these improvements and standardizations will ensure consistent application and enforcement of DCPS policies and procedures across all schools and for all students. OSSE supports DCPS' ongoing audit work to ensure continued compliance with graduation policies and regulations.

One reason OSSE placed DCPS on a corrective action plan was due to its non-compliance with policies relating to attendance and grading. In 2018, OSSE conducted an extensive review of transcripts to check for compliance with policies. This was an extensive review and operational lift for both DCPS and OSSE. DCPS had very few policy violations at that time. Refer to the monitoring report dated November 9, 2018. Since this was the last monitoring report, OSSE wanted to get a better sense of compliance with policies related to attendance and grading for the Class of 2020. OSSE receives daily attendance from LEAs but not course level attendance. As part of the fourth round of monitoring, OSSE provided DCPS with a list of 427 students who graduated and had accumulated more than 30 unexcused absences during the 2019 – 20 school year based on daily attendance records collected prior to the March 11, 2020 public health emergency declaration. Although accumulation of more than 30 absences should prevent students from receiving course credit, diplomas could have been properly conferred based on course attendance which OSSE does not possess. OSSE asked DCPS to provide the justification for how these diplomas were conferred consistent with DCPS policies. DCPS categorized each student by one of four rationales for how they met the graduation requirements consistent with DCPS policies: 1) student was enrolled in a competency-based course, which does not follow the 31+ absences policy (103 students); 2) student did not meet the absences threshold in any one course in the 2019 – 20 school year (298 students); 3) student accrued 31+ absences in course(s) not required for graduation (16 students); and 4) student received a course failure (F) due to attendance, but was subsequently able to earn the necessary credit through credit recovery or original credit (10 students). DCPS identified no policy violations among the data set, and these justifications are consistent with DCPS policies. This increased OSSE's confidence that the monitoring systems and checks DCPS has put in place are effective and ensure compliance with graduation policies and requirements. Not only did DCPS have the needed information on all students identified by OSSE, DCPS confirmed that each student earned their diploma in accordance with DCPS policies and requirements.

Work Stream: Student Supports

Long-Term Objective	Initial Timeline	Ongoing Frequency	Evidence of Completion	Update: November 2020
PreK-8 Student Supports				
Ensure robust Response to Intervention framework including tiered academic and behavior interventions at elementary schools and education campuses	10/30/2018	Annually	Deliverable: Submitted school plans and identified Response to Intervention Point of Contact	DCPS educational campuses, middle, and high school campuses are continuing to provide comprehension and phonics support for striving readers. All students in grades 6th-12th have access to supplemental fluency support via Reading Plus. Reading Plus is an adaptive reading intervention that integrates comprehension, vocabulary, motivation, and reading efficiency. Select educational, middle, and high school campuses, for example Browne EC, have access to Read 180 and STARI, comprehension programs. Some sites also elect to implement System 44, which supports phonics-based instruction. These programs accelerate the progress of struggling readers by addressing both basic reading skills such as fluency and decoding, and deep comprehension skills simultaneously. All students in grades 6th-8th have access to iReady Math which provides an individualized collection of rigorous mathematics instructional resources designed to address every student's learning needs, accelerate growth, and enable all students to access grade-level learning. Some schools, for example Walker-Jones and

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				Wheatley, also implement Zearn, an online program which personalizes lessons to increase students' math fluency.
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	Deliverable: Submitted school plans and master schedules	The protocol of all schools participating in pre-scheduling planning meetings with DCPS' Secondary Academic Scheduling and Support Team is a standard protocol of the District's scheduling process that all middle grade scheduling teams are mandated to attend. The purpose of this facilitation is to ensure that secondary school teams (Principals, Counselors, SPED Coordinators, and other relevant school-based personnel) are knowledgeable of the academic and scheduling requirements for established by the Office of Teaching and Learning; also, this meeting provides 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. Additionally, to ensure that middle grade 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.
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	For SY2020-21, all high schools have completed their CSP inclusive of a graduation goal. During the planning for this school year, no significant changes were made to the CSP process; however, the SY20-21 CSPs incorporated more structures to help schools align the CSP with their specific focus area, based on SY19-20 data. The Continuous Improvement Team reviewed these plans and worked with principals to craft appropriate plans. The Continuous Improvement Team and the Graduation Excellence Team will meet with schools regularly to monitor progress and provide supports. ATTACHMENTS: 23.1_HS CSP 3yr Example 23.2_Sample SY20-21 CSP
Ensure every high school has a student support system that includes bi-annual individual academic planning meetings and tiered supports	8/30/2018	Annually	Measure: Percent of students with documented planning meetings	The expectation in DCPS is that all high school students will have planning meetings by April 2, 2021, during which they will set student-specific goals with their counselor. High School Counselors received guidance with a deadline of October 30, 2020 for all DCPS seniors to meet to review their Letters of Understanding (LOU), which explains what they need to do to graduate on time. Students will have a second meeting before the end of the school year. School counselors continue to work tirelessly to complete LOU meetings virtually with fluctuating enrollment numbers, a global pandemic, and concern for student safety and well-being.

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				Data was reviewed on November 15, 2020 and again on December 8, 2020, though the numbers did not shift significantly in between. Two of 21 DCPS high schools held 100% percent of senior meetings. Four high schools completed more than 75 percent of meetings, six completed between 50 and 75%, and 9 high schools completed less than 50 percent of meetings. Overall, 51 percent of DCPS seniors received a LOU meeting by 12/8, or 1,274 students out of a possible 2,487 seniors. DCPS will run data again on December 30th and share updated data reports with principals; instructional superintendents will follow-up with schools with completion rates that remain less than 100 percent. The Graduation Excellence Team will collaborate in the following ways to ensure all seniors are clear about their graduation status: - The SASS Team will collaborate with the School Counseling Team to ensure all teams have the most accurate data in ASPEN. -The School Counseling Team will send LOU reports to school counselors and assist school counseling teams who need support completing LOU conferences. -The Student Engagement Team will work with Pathways Coordinators and New Heights to continue to re-engage disconnected students. -The Graduation Excellence Team will progress monitor all teams until we reach 100% completion of LOU meetings for all schools. 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 24.3: Sample 12th Grade Action Step Page
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	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 2020, 100 percent of students in Grades 9 – 11 received their personalized Guide to Graduation Career and College. DCPS also released the 12th grade Guide to students in October 2020. The third iteration of the 9-11 grade Guide will be delivered to students in March 2021. The Guide provides students and their families with 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. DCPS continues to utilize Naviance to support tracking student progress toward graduation and post-secondary

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				opportunities. The following data represents the status of recommended pathways for seniors in Naviance and post-secondary plan completion for grades 9 -11 in Microsoft as of November 2, 2020. Senior recommended plans were due for completion by the end of October 2020 (96% complete), and 9th-11th grade plans will be completed by the end of January 2020 (17% complete to date). 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. Additionally, DCPS released the first Middle School Guide to College and Career Academies to all 8th grade students on November 30, 2020. Additional information and resources can be found at: https://dcpscte.org/overview/cte-middle-school-programming/ 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 25.1: Middle School Guide to College and Career Academies_ Sample
Engage and make information easily accessible by students, school staff, and families (online platform – Naviance)	10/30/2018	Annually and Ongoing	Deliverable: Successful launch of Naviance at the start of the 2018-19 school year	To support schools in using Naviance, DCPS implemented many of the same supports as last year including offering custom trainings at high schools for staff, and topic-specific trainings open to any staff in the district. The district wide trainings were recorded so that staff who could not attend the live session could watch the training at a time that worked better for them. DCPS also continues to support schools by responding to Naviance troubleshooting or implementation questions throughout the school year and offering one on one support as needed. DCPS also continues to expand and update How-To and one-pagers on Naviance based on requests from school based staff as well as new features in Naviance. A new initiative this year is the College Prep Team offers open office hours (at least two each month) during which any staff can stop by and ask questions and/or get help from the College Prep Team on topics including Naviance.
Credit Recovery				
Redesign and launch credit recovery program for the 2018-19 school year	8/30/2018	Annual Review	Deliverable: Credit Recovery Implementation Protocol	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 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. All courses are taught by certified teachers and follow a rigorous course guide ("Canvas Course Companion") created by the Office of Teaching and Learning.

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				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. School counselors and credit recovery coordinators in every high school have information about credit recovery programming; in addition, information on the program is available on the DCPS website, and was presented as a virtual Parent University session on 9/17/2020. Credit recovery is offered in the following schools: Anacostia, Ballou, Bard, Cardozo, Columbia Heights Education Campus, Coolidge, Dunbar, Eastern, HD Woodson, Inspiring Youth Program, Phelps ACE, Ron Brown, Roosevelt, Wilson. All credit recovery teachers and credit recovery coordinators were required to complete virtual training prior to beginning programming. 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 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 seat hour, grading, curriculum, and attendance policies as courses offered during the traditional school day. 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 2020 Professional Development 28.5: DCPS Twilight Program Overview 28.6: Parent University session presentation
Develop DCPS credit recovery policy	Fall 2018	N/A	Deliverable: Credit Recovery policy - date TBD pending final OSSE policy	The credit recovery policy was updated in November 2018. No updates have been made to the policy since this date. In September 2020, all credit recovery teachers and credit recovery coordinators were re-trained on the policy and were provided with training materials. DCPS also created a self-paced online course for credit recovery teachers to ensure comprehension of materials. Credit recovery coordinators continue to participate

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				in monthly meetings to review expectations and ensure policies are being implemented with fidelity. ATTACHMENTS: 28.4: DCPS Credit Recovery Teacher Training (September 2020) 29.1: DCPS Credit Recovery Policy (November 2018)
Develop and conduct annual mid-year data review at the system and student level to inform curriculum and programmatic needs for credit recovery to inform immediate course adjustments, planning for summer school, and planning for the following year	1/30/2019	Annually	Deliverable: Data report and analysis	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 SY2020-21, 24 courses were available in Canvas. All Canvas Course Companions were updated in SY20-21 to reflect curricular adjustments due to distance learning during COVID-19. As of August, 2020 a total of 663 students passed 869 courses in credit recovery classes. The credit recovery classes with the most passages are as follows: Geometry, English I, English II, Biology, Algebra I, World History & Geography I & 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	Deliverable: Completed school CSPs	All schools were required to submit attendance goals and strategies. The attendance team conducted professional development sessions to support this requirement, held office hours to support school leadership as they developed plans and prepared a menu of strategies and interventions from which schools were required to select depending upon their attendance gaps or needs. The Attendance Team reviewed these plans, worked with principals to craft appropriate plans given the need for plan modifications to adjust for distance learning during the pandemic. Attendance Team continues to offers support, provide technical advice for schools and monitor implementation of plans.
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	10/1/2018	Monthly throughout the summer and back-to-school season	Deliverable: Completed Transition Success Plans Measure: Percent of students engaged during the summer	The team is working with external partners to implement a family communication program designed to reduce student absenteeism in the classroom, motivate student engagement and attendance during remote learning periods and periods of transition, and motivate returning to school for ninth graders within District of Columbia Public Schools.

Long-Term Objective	Initial Timeline	Ongoing Frequency	Evidence of Completion	Update: November 2020
importance of attendance (pre-K to kindergarten).				
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	Deliverable: Communication messages (delivered through Blackboard and social media)	The Attendance Team modified DCPS attendance protocols in response to the COVID-19 pandemic and the implementation of distance learning. The attendance team created parent facing guidance regarding virtual learning. The site can be found here: https://dcpsreopenstrong.com/schedule/care/ We have also finalized some parent facing attendance guidance specific to CARE and in-person learning for addition to the website that can be found here. Truancy letters and robo calls are expected to return in December, 2020. The attendance team will continue to help schools and families navigate distance learning and adjust protocols and interventions as necessary throughout the COVID-19 pandemic.
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	The Communications and Engagement Office worked with the College and Career Team to execute family-facing workshops via Parent University designed for around College and Career preparedness: -Paying for College: FAFSA 101 (Free Application for Federal Student Aid) -College Admissions 101 - Supporting Students To and Through College The Communications and Engagement Office also created multiple communications and communication campaigns to promote graduation, college and career: • Created a College Signing Day Toolkit for schools. Garnered student participation on Instagram as seniors shared where they planned to attend school in the fall. • Completed the annual #DCPS Goes to College campaign featuring 37 graduates. • Ongoing support to promote the new DCPS Persists initiative. Chancellor participated in two national panel discussions which highlighted the programming. • Ongoing support to promote the Fall 2020 Guide to College & Career. Will promote a new guide for 8th grade students this fall. Parent University information and sessions can be accessed on the DCPS Parent University Site (https://dcps.dc.gov/page/parent-university) ATTACHMENTS: 36.1: Parent University_ Paying for College 36.2: Parent University_ Paying for College

Long-Term Objective	Initial Timeline	Ongoing Frequency	Evidence of Completion	Update: November 2020
				36.3: Parent University_ Support Students to and Through College 36.4: Parent University URL
Provide an ongoing, transparent, and up-to-date window into student academics and attendance through the Aspen Parent Portal to facilitate family partnerships to improve student outcomes	9/30/2018	N/A - Continuous Improvement	Deliverable: Training materials and marketing	The Communications and Engagement Office worked with the Data Team to host a family-facing workshop helping families navigate the Aspen Parent Portal. These sessions are available on the Parent University website (https://dcps.dc.gov/page/parent-university). Public-facing information on Parent Portal is also available on the DCPS Parent Portal website (https://dcps.dc.gov/page/parent-portal) ATTACHMENTS: 37.1: Parent Portal Quick Guide 37.2: Parent Portal Bilingual Guide 37.3: Accessing Parent Portal Video- English 37.4: Accessing Parent Portal Video- Spanish 37.5: Aspen Training Parent University- Spanish 37.6: Aspen Training Parent University- English
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	March- June- Parent and student usage data reports were provided to schools and superintendents on a weekly basis. August- November: Partnership continues in "maintenance" APs reach out when they need assistance and have access to all data reports that were provided through initial meetings.
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 CARE currently utilizes the Grievance Quickbase application to track appeals from students and parents related to failure due to absence; challenging student records; discipline; and retention. The Quickbase application contains date of receipt, issue type, school, cluster, grade, student demographic information, findings and outcome. ATTACHMENTS: 40.1: DCPS Appeals Process Overview

Evidence Submitted to OSSE
- HS CSP 3yr Example
  - DCPS submitted a sample three-year plan for Anacostia High School.
- Sample SY20-21 CSP
  - DCPS submitted its 2020 – 21 school year high school needs assessment guide.
- Sample Student Guide to Graduation College and Career_On-Track.pdf
  - DCPS submitted a sample personalized student's guide to graduation, career, and college for a student who is on track to graduate.
- Sample Student Guide to Graduation College and Career_Off-Track.pdf
  - DCPS submitted a sample personalized student's guide to graduation, career, and college for a student who is not on track to graduate.
- Sample 12th Grade Action Step Page
  - DCPS submitted a sample student action plan with specific steps to graduation and postsecondary pathways.
- Middle School Guide to College and Career Academies_ Sample
  - DCPS provided a sample middle school guide to college and career academies, which contains information on career and college preparation opportunities available at various DCPS high schools.
- DCPS Credit Recovery 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 2020 Professional Development
  - DCPS submitted the training provided to credit recovery teachers on September 20, 2020.
- DCPS Twilight Program Overview
  - DCPS submitted the 2020 – 21 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.
- Parent University session presentation
  - DCPS submitted the Parent University training slides on high school grading, graduation, and supports.
- Parent University_ College Admissions
  - DCPS provided a link to the Parent university training video on college admissions.
- Parent University_ Paying for College
  - DCPS provided a link to the Parent university training video on paying for college.
- Parent University_ Support Students to and Through College
  - DCPS provided a link to the Parent university training video on student supports to and through college.

- Parent University URL
  - DCPS provided the link to the Parent University website.
- Parent Portal Quick Guide
  - DCPS submitted the quick reference guide for the Aspen parent/student portal.
- Parent Portal Bilingual Guide
  - DCPS submitted the English/Spanish parent guide for the Aspen parent/student portal.
- Accessing Parent Portal Video-English
  - DCPS provided the link to the Aspen Parent Portal training in English.
- Accessing Parent Portal Video-Spanish
  - DCPS provided the link to the Aspen Parent Portal training in Spanish.
- DCPS Appeals Process Overview
  - DCPS submitted information on how its appeals process works if a parent is dissatisfied with DCPS's initial response.

<u>OSSE Assessment of Progress and Evidence to Date</u>
This work stream remains key to achieving systemic improvements, and has become even more vital due to the challenges many students are facing during virtual learning. DCPS continues to provide robust supports to elementary and middle school students to ensure students are learning needed skills and on the right academic track long before graduation. DCPS updated its needs assessment guide for the 2020 – 21 school year to assist schools in the creation of an effective comprehensive school plan. DCPS has put the tools and supports in place to empower its school leaders and teachers to create great learning environments for students. DCPS set deadlines for school counselors to meet with all seniors to review their Letters of Understanding, which explain what they need to do to graduate on time. Although not all high schools met the target, DCPS continues to support schools to complete this important planning work. DCPS continues to provide personalized Guides to Graduation Career and College to all high school students, which contain information on the student's transcript, graduation requirements completion status, and potential career and college options. DCPS now provides middle school students with a guide on the career and college preparation opportunities available at their neighborhood high school and other DCPS high schools to help make decisions about school choice.

DCPS continues to offer its credit recovery program, as redesigned in the 2018 – 19 school year to provide students with flexibility while meeting DCPS' graduation requirements. This program has allowed 663 students to pass 869 courses in credit recovery classes, helping them on their path towards graduation. DCPS requires each school to set attendance goals and strategies. Attendance protocols were modified due to virtual learning, but DCPS continues to work with families to encourage attendance and student engagement with online learning. Encouraging attendance beyond the minimum threshold needed to earn course credit is important because regular attendance improves student outcomes. DCPS strategies and supports are clearly focused on meeting students' needs, setting them up for academic success, and preparing them for life beyond the classroom. In addition to the supports for students, DCPS created many on-demand workshops for its Parent University site, including training videos on how to access the DCPS parent portal and to how to support students on the way to and throughout college. These resources encourage parents to be engaged in their student's education and empowers parents to help prepare their student for the future.

Work Stream: Scheduling

Long-Term Objective	Initial Timeline	Ongoing Frequency	Evidence of Completion	Update: November 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	DCPS continues to strategize and monitor the academic planning and course scheduling across district schools through the enhancement of protocols and instruments have been developed to support secondary schools scheduling efforts: 1. Master Scheduling Roundtables are required forums which allow school leaders and master schedulers an opportunity to meet with Central Office content-area leaders, department leaders, and other district leaders to receive support in the development of school-based Master Schedules. The purpose of this protocol is to ensure compliance and continuity with district scheduling expectations. • 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 are timely and representative of an appropriate school program and meet the established requirements for scheduling. 2. Secondary Scheduling Monitoring Report in DDAC was launched in August of 2020 and this tool supports the appropriate scheduling of secondary students through the identification of student course schedules that have holes, that indicate duplicate and repeater courses, that are not aligned with graduation requirements, and that are not adequately scheduled to meet a student's academic program needs. 3. The Scheduling Review and Approval - this process requires a structured review of a school's master schedule by the School Principal, District Content Leaders and Program Owners, District Scheduling Support Team, and the Instructional Superintendent. All reviewer groups examine school-based master schedulers to ensure conformity with scheduling policies and expectations, as well as, suitability to student needs and academic programming. Schools are not permitted to initiate student course scheduling without the formal authorization of the scheduling review protocol. This process is facilitated through an online system called the QuickBase Scheduling Application. ATTACHMENTS: 43.1: Quickbase HS Master Scheduling Review

			43.2: Quickbase MS Master Scheduling Review
			43.3: Quickbase Homeschool Portfolio Review

Evidence Submitted to OSSE

- Quickbase HS Master Scheduling Review
  - DCPS submitted a screenshot of the scheduling review and approval process through the Quickbase Scheduling Application.
- Quickbase MS Master Scheduling Review
  - DCPS submitted a screenshot of the scheduling review and approval process through the Quickbase Scheduling Application.
- Quickbase Homeschool Portfolio Review
  - DCPS submitted a screenshot of the Homeschool Portfolio Evaluation Request Page through the Quickbase Scheduling Application.

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. DCPS developed a new tool in August 2020 to safeguard against various areas of concern with secondary school student schedules. The automation of this process ensures that all students are taking courses that put them on track to graduate. DCPS created on online process to guide the review and approval of a school's master schedule for all levels of review. DCPS offers homeschool portfolio reviews for District homeschool families. The automation of these processes ensures that DCPS policies are followed in every instance. OSSE supports these efforts that result in better planning, ensure that all school and individual student schedules are aligned with DCPS policies, and help focus schools' efforts on providing needed education to students. OSSE is encouraged by DCPS' continued efforts to improve and ensure compliance with its scheduling regulations and expectations.

Work Stream: Summer School

Long-Term Objective	Initial Timeline	Ongoing Frequency	Evidence of Completion	Update: November 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	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 in the preparation of the delivery of summer programming in 2021. In the coming months, we will have greater idea of the need in terms of enrollment numbers. ELAR will make any necessary programmatic adjustments around implementation pending any changes in legislation as a result of the continuing COVID-19 pandemic. Planning structure for summer 2021 is forthcoming.
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	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 in preparation for summer learning 2021. The team is in the process of creating a detailed project plan that lays out critical deadlines and deliverables that must be met to ensure successful summer extended learning programming for our students

				Like this past school year, the ELAR Team will continue to monitor and stay abreast of any changes in legislation or policy that may impact how summer programming is delivered in 2021 in relation to the continuing COVID-19 Pandemic. We will adjust operations and deliverance in accordance.
Redesign summer programming to meet needs of students at risk of retention	6/30/2019	Annually	Deliverable: Redesigned programming launch summer 2019	During the summer of 2020, content teams in the Office of Teaching and Learning developed Canvas Course Companions (CCCs) for the majority of the courses that students in grades 6-12 needed for the 20-21 school year. Within these CCCs, Required Curricular Tasks (RCTs) were developed that students must pass in order to earn "credit" for the course(s) and remain on track towards promotion and graduation. These same RCTs will be used during summer programming for grades 6-12 to measure academic proficiency, ensuring a seamless transition from the school year to summer learning for those students who require additional time and support.

Evidence Submitted to OSSE
- N/A – DCPS provided information but no associated documentation.

OSSE Assessment of Progress and Evidence to Date

DCPS' efforts around summer school are focused on meeting the challenges of providing summer programming and meeting students' needs in a virtual setting. The DCPS team leading this work is collaborating with other offices to ensure a successful summer extended learning program. For summer 2020 programming DCPS developed Canvas Course Companions to support students and ensure they remain on track for promotion and graduation and will continue to utilize these supports during summer 2021programming. DCPS continues to monitor the changing environment and will make decisions as information on changes to legislation or policy become available. OSSE will work with and support DCPS through these unprecedented circumstances.

Work Stream: Policy

Long-Term Objective	Initial Timeline	Ongoing Frequency	Evidence of Completion	Update: November 2020
Systemic Policy Review				
Identify gaps in current policies and plan process and timeline for developing them	9/30/2018	Annually	Deliverable: Policy development plan	A number of policy priorities have been shifted as a result of the coronavirus (COVID-19) health emergency. Work on the elementary grading policy has continued and a draft policy and proposed regulatory changes have been drafted and are under review. COVID-19 related updates are available on the DCPS Reopen Strong here: website at https://dcpsreopenstrong.com. DCPS leadership has approved the launch of a formal policy committee and policy development process that will govern the creation and revision of policies going forward. Both are slated to launch in late winter/early spring 2021. The environmental scan of policies completed last winter identified the need for more than 20 new or revised

				policies and confirmed the need for a comprehensive update/revision to DCMR section 5-E. Among the first order of business for the agency-wide policy committee referenced in line 52 will be prioritizing the list for action. A new policy specialist, who joined the team in September 2020, will be tasked with project managing the 5-E regulatory review. ATTACHMENTS: 52.1: Draft Policy Development Request Form
Create and execute an annual policy review process to update current policies and implementation protocols and ensure alignment with code and regulations	5/30/2019	Annually	Deliverable: Policy review process	DCPS leadership has approved the launch of a formal policy committee and policy development process that will govern the creation and revision of policies going forward. Both are slated to launch in late winter/early spring 2021. ATTACHMENTS: See attachment above
Rulemaking				
Review current DCPS regulations; identify potential high-impact revisions; and develop long-term plan for pursuing revisions	12/15/2018	Annually	Deliverable: Regulatory revision plan	The environmental scan of policies completed last winter identified the need for more than 20 new or revised policies and confirmed the need for a comprehensive update/revision to DCMR section 5-E. Among the first order of business for the agency-wide policy committee referenced in line 52 will be prioritizing the list for action. A new policy specialist, who joined the team in September 2020, will be tasked with project managing the 5-E regulatory review.

Evidence Submitted to OSSE
- Draft Policy Development Request Form
  - DCPS submitted its draft policy development consultation process, which outlines the steps to request a policy addition or change.

OSSE Assessment of Progress and Evidence to Date
DCPS completed an environmental scan of policies and identified a need of 20 new or revised policies as well as needed regulatory updates. While DCPS temporarily shifted its focus to update policies to address the needs arising from the shift to virtual learning, it created a formal policy committee and development process to systematically and strategically address the identified policy needs. DCPS has dedicated staff to addressing its policy gaps. OSSE looks forward to reviewing the new and updated policies as they are issued.

Work Stream: Strategy and Continuous Improvement

Long-Term Objective	Initial Timeline	Ongoing Frequency	Evidence of Completion	Update: November 2020
Conduct mid-year review to evaluate effectiveness of Graduation Excellence strategy and make adjustments, as needed, based on student data, stakeholder feedback, and implementation progress	1/30/2019	Annually	Deliverable: Mid-year summary	On March 16, 2020 all DCPS students began a period of virtual learning in response to the COVID-19 global pandemic. As a result, DCPS made necessary adjustments to policies on promotion and grading. These adjustments were made through a process of assessing student data, referencing national best practices and engaging a wide range of stakeholders. Stakeholder engagement included secondary instructional superintendents, secondary principals, secondary teachers, high school students, community partners, college admissions officers, and central office teams. ATTACHMENTS: 4.1: Grading Promotion and Graduation Guidance (updated 4.27.20)
Conduct end-of-year review to evaluate effectiveness of Graduation Excellence strategy and make adjustments, as needed, based on student data, stakeholder feedback, and implementation progress	7/30/2019	Annually	Deliverable: End-of-year summary	The Graduation Excellence team conducted an end of year review for the 2019-20 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. 1) We are proud of the 2,180 graduates (69%) who met our standards of excellence (please note, this data has not been finalized by OSSE yet) 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 4) We will continue to adjust guidance to accommodate challenges that arise due to COVID-19 and distance learning, while maintaining rigorous standards and expectations. The official graduation rate was released on 12/3/20. DCPS graduated 2180 students with a graduation rate of 68.68 (an increase of 3.6% from SY18-19).

Evidence Submitted to OSSE

- Grading Promotion and Graduation Guidance (updated 4.27.20)
  - DCPS submitted adjustments to its policies on grading and promotion due to virtual learning.

OSSE Assessment of Progress and Evidence to Date

DCPS focused its recent mid-year and end-of-year assessments on making needed adjustments to its grading and promotion policies and to supports provided students during virtual learning. DCPS reviewed student data, engaged stakeholders, and looked to national guidance and best practices to determine these adjustments. DCPS worked to support students while maintaining its graduation standards and reported an increased graduation rate of 68.68 percent for the class of 2020. OSSE is pleased with DCPS' efforts to support students during these challenging circumstances while ensuring compliance with its graduation requirements for all graduates.