OSSE's Aug. 30, 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' second 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 May 14, 2019, from both their short-term work plan and long-term objectives. The work plans and long-term objectives both cover the following five work streams:

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

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

Unless noted otherwise, all goals, rationale for goals, measures of success, key deliverables, and long-term objectives were developed by DCPS. OSSE's assessment of progress and evidence 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. This report assesses the remaining short-term deliverables and the long-term objectives and ongoing activities.[2]

Short-Term Work Stream I: Graduation Verification

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

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

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

Short-Team Key Deliverables: 2018 Cohort & Graduates	DCPS Progress Assessment
Monitor the graduation status of every student and post public Adjusted Cohort Graduation Rate (ACGR) updates at the end of each term and summer school.	Previously completed: Term 2, Term 3, and Term 4 Completed: OSSE released its report on its review of DCPS graduation documentation on Nov. 9, 2018
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	Previously completed

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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.

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

10+ unexcused absences and course failures at 30+ unexcused absences.	
Provide ongoing training, resources, and technical assistance to key staff on graduation-related policies including clarification of requirements, roles, and responsibilities.	Complete and ongoing
Publish and implement an updated graduation verification calendar, including school-level and central office review of student transcripts.	Previously completed

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.**	Complete. Between July and September, DCPS held more than 25 trainings on the updated policies and implementation, including central office-led trainings held at every high school. All school leaders completed mandatory training and 903 high school teachers had signed an online acknowledgement of receiving training. DCPS was unable to certify the 95 percent due to roster discrepancies and tracking issues, but shared a turn-key training deck with all school principals to use in staff onboarding and professional development.
Continue necessary **Aspen updates** to support data quality and compliance with policies.	Complete and ongoing. DCPS made appropriate adjustments for the 2018–19 school year in alignment with new regulation and policy.
Launch a **Graduation Monitoring Framework** to ensure ongoing compliance with law, regulation, and policy.	Complete. The Continuous Improvement Framework was launched in December 2018. A graduation monitoring report is generated on a nightly basis and provides schools and central office personnel with school-level and student-level data.

Evidence Submitted to OSSE
1. Aspen Updates
   - DCPS submitted an overview of the 10 business rule changes for the Aspen Student Information System and supporting documentation.
2. Continuous Improvement Framework Project Plan SY 2018-19
   - DCPS submitted a detailed status update on the continuous improvement framework project plan for the 2018-19 school year.
3. Class of 2019 Graduation Data Updates
   - DCPS submitted graduation data summaries for terms 1, 2, and 3. The summaries include the four-year adjusted cohort graduation rate (ACGR) status, including data trends and key takeaways. The summaries include a breakdown of ACGR status categories (based on each student's distance to graduation) by high school.
4. Sample June 4, 2019 Continuous Improvement Framework: Monthly Download for Principals
   - DCPS submitted a sample of the monthly download, which provides principals with pertinent attendance, behavior, and graduation data streamlined into a monthly data delivery.

OSSE Assessment of Progress and Evidence to Date
Since the Alvarez & Marsal (A&M) investigation into DCPS' graduation and attendance policies and its report released in January 2018, DCPS has identified areas to address for continuous improvements through an annual audit of certified graduates to determine compliance rates with its policies. On Nov. 9, 2018, OSSE released a detailed report on its review of DCPS' audit of 2018 graduates. Out of this audit, DCPS created a continuous improvement framework project plan for the 2018-19 school year with detailed milestones, including who is responsible and the due date. DCPS submitted a status update of its continuous improvement framework project plan that shows that the majority of action items are complete and the remainder is in progress.

DCPS submitted documentation of the Continuous Improvement Framework that was launched in December 2018. This new tool helps principals and other school-level staff members monitor students' progress through data on their attendance, behavior, and graduation track. This allows school teams to identify concerns and problem-solve early. DCPS central office teams also analyze this data to identify system improvements and identify areas of technical assistance to provide to school-level staff.

As requested by OSSE in its last report, DCPS submitted updated Aspen business rules and supporting documentation of the changes completed in spring 2018 and the subsequent adjustments made for the 2018-19

school year. DCPS made 10 changes to the Aspen business rules to ensure the system more accurately applies student attendance and graduation policies. DCPS is implementing additional internal controls, including processes to notify students and families when attendance may impact passing a course; as well as standardized systems to assist with greater school-level compliance with stated attendance and graduation policies, including the automation of policy enforcement within the Aspen Student Information System.

The updates and documentation submitted by DCPS give OSSE confidence in DCPS' ongoing work to improve compliance with its attendance and graduation policies. DCPS has dedicated considerable resources to these improvements. Alongside the compliance work, DCPS is implementing far reaching processes and systems that are improving graduation outcomes for its students.

Short-Term Work Stream II: Student Supports

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

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

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

Short-Term Key Deliverables: 2018 Cohort & Graduates	DCPS Progress Assessment
Created alternative pathways to original credit in second semester for students who failed courses due to absences.	Previously completed
Hosted individual meetings with students and their families to review progress to date and ensure they understand the next steps needed to graduate, including meeting the community service hour requirement.	Previously completed and ongoing
Hosted resource fairs at all nine comprehensive high schools to inform students of opportunities with community partners and agencies.	Previously completed
Increased communication and resources for students and families, including an FAQ on graduation-related policies and school-specific resource profiles with information about tutoring, mentoring, and other academic and social emotional supports.	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.	Complete: New policy was published on the DCPS website in November 2018 following public comment, and implemented alongside DCPS's redesigned credit recovery programming.

Evidence Submitted to OSSE

Attendance
1. Attendance Awareness Month Campaign (Sept. 10-21, 2018)
   - DCPS submitted the plan for its social media campaign to celebrate attendance awareness month by spreading the message that every day counts and highlighting schools' attendance efforts.
2. Sample Social Media Attendance Posts
   - DCPS submitted social media posts from its September 2018 attendance awareness month campaign.
3. Attendance Guidance for Competency-Based Courses
   - DCPS submitted a memo issued to Opportunity Academy principals on Dec. 5, 2018 on how to apply attendance policies to competency-based courses.

Credit Recovery
4. DCPS Credit Recovery Policy
   - DCPS provided a copy of its credit recovery policy that became effective on Nov. 5, 2018.
5. Credit Recovery Frequently Asked Questions
   - DCPS submitted an FAQ on credit recovery and points of contact for teachers.
6. DCPS Credit Recovery Engagement Feedback and Response
   - DCPS submitted a summary of the feedback session held in October 2018.
7. DCPS Credit Recovery Overview
   - DCPS submitted an overview of the process it followed to redesign its credit recovery program.
8. Sample Credit Recovery Course Overview
   - DCPS submitted a sample overview of a high school credit recovery course for English I.

9. Sample Credit Recovery Term 2 Teacher Professional Development
- DCPS submitted a teacher professional development training materials on credit recovery provided on Nov. 5, 2018.

Graduation and Postsecondary Planning
10. DCPS Appeals Process Overview (DCMR §2405)
    - DCPS submitted a copy of the appeal procedures codified in the DCMR.
11. DCPS Student Guide to Graduation, College, and Career overview
    - DCPS submitted an April 2019 overview of its student guide to graduation, college, and career that will provide every student in grades 9-11 with information on where students are on the path to graduation and how their current interests are aligned to future college and career goals.
12. Sample Student Guide to Graduation, College, and Career – Off-Track
    - DCPS submitted a letter to a student and her family explaining its student guide to graduation, college, and career for a student who is not on-track to graduate.
13. Sample Student Guide to Graduation, College, and Career – On-Track
    - DCPS submitted a letter to a student and her family explaining its student guide to graduation, college, and career for a student who is on-track to graduate.
14. Sample Math Interventions by School
    - DCPS submitted math intervention materials and programs utilized by various elementary and middle schools.
15. Sample Reading Interventions by School
    - DCPS submitted reading intervention materials and programs utilized by various elementary and middle schools.

Parent/Guardian Communication and Engagement
16. Ninth Grade Academy Aspen Partnership Data Review
    - DCPS provided an overview of its data review conducted at the end of the 2018-19 school year and plans for the 2019-20 school year.
17. Pre-K to Graduation: A Policy Guide for Families
    - DCPS provided a copy of its graduation policy guide for families that gives information on the requirements related to attendance, discipline, grading and promotion, and graduation.
18. Sample Resource Fair Flyer
    - DCPS submitted a flyer for the Dec. 17, 2018, DCPS resource fair held at HD Woodson High School.

OSSE Assessment of Progress and Evidence to Date

DCPS has submitted evidence that demonstrates that progress continued to be made in this area. In its last report OSSE recommended that DCPS clarify the application of the attendance policy to competency-based courses and strengthen the appeals process. DCPS submitted a memo issued to Opportunity Academy principals on Dec. 5, 2018, on how to apply attendance policies to competency-based courses. DCPS submitted the strengthened appeals process, which includes two levels of appeal and review with specific timelines and is set forth in 5-B DCMR § 2405.

DCPS issued a new Credit Recovery Policy on Nov. 5, 2018, which OSSE considers a critical component of demonstrating continuous improvement. DCPS submitted documentation on the process it followed to solicit feedback and design a new credit recovery program, as well as the steps it has taken to make schools, teachers, students, and families aware of the new policy and its requirements. DCPS continues to monitor the implementation of and adherence to this policy.

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 2018-19 School Year	DCPS Progress Assessment
Conduct comprehensive review of DCPS course offerings to ensure alignment with regulation.	Previously completed
Redesign scheduling process to include: • 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; technical assistance by DCPS Central Office ongoing.
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 Program 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

Evidence Submitted to OSSE
1. May 23, 2019 Summer School Priority Stat
   - DCPS submitted the May 23, 2019 briefing on summer school statistics.

OSSE Assessment of Progress and Evidence to Date
Although all deliverables were previously completed, DCPS submitted a briefing on summer school statistics and planning to show continued monitoring of these deliverables.

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.

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.

__Work Stream: Strategy and Continuous Improvement__

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: June 2019
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	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.
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	New policies for attendance, grading, credit recovery, promotion, and graduation went into effect for the 2018-19 school year. 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.

Work Stream: Graduation Verification

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: June 2019
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	N/A: Previously Completed
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	N/A: Previously Completed
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	N/A: Previously Completed
Develop onboarding system for training staff who join DCPS mid-year	8/30/2018	Ongoing		Deliverable: Policy onboarding plan and system for new hires	As reported in October 2018, all DCPS school leaders were provided with a turn-key training deck and assessment to use with their school staff. Background on the policies and policy training were available to Central Office staff, but are not required except when relevant to the position. DCPS is currently developing a 2019-20 school year training plan that will include a mix of in-person professional development, turn-key presentations, and online training

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: June 2019
					modules.
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 instituted the Graduation Monitoring Report in December 2018. This report is continuously generated on a nightly basis and provides schools and Central Office personnel with up-to-date statuses on both school-level and student-level data (as documented in the Aspen Student Information System). In alignment with protocols established by the DCPS Continuous Improvement Framework, High School principals receive comprehensive summary reports related to graduation data on a monthly basis. The final monthly Principal Graduation Monitoring Data Report was disseminated on June 4, 2019.
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 updates and their status as of June 2019: - Development of mark entry automation for grades F and W (credit recovery courses only) as a result of excessive course absences in Aspen. (Complete) - Development of a Certified Graduation Report at the conclusion of the verification process that is stored in Aspen. (Complete) - Update to final mark procedure in Aspen to align with DCMR regulations for grade assignments. (Complete) - Development of scheduling and grading applications in Aspen for Opportunity Academy competency-based programmatic needs. (Complete) - Creation of Scheduling Certify Reports and QuickBase Applications that monitor the accuracy and timeliness of scheduling work. (Complete) - Improved system for assigning assess to specific groups of system users for enhanced security and system controls. (Complete) - Development of transcript detailing functionality in Aspen to maintain accurate records of inter-District transfer students' academic history and to minimize errors in the transfer course and grade data. (Complete) - Updated functionality for community service documentation and verification through Aspen system programming. (In progress) - Development of system logic in Aspen SIS to establish controls for grade-book entries and term mark posting functionalities. (Scheduled for the 2019-20 school year)
Produce monthly data reports that are reviewed by central teams and instructional superintendents for tiered	8/30/2018	Monthly		Deliverable: Sample monthly data report with dates the report was pulled and	The Continuous Improvement Framework helps schools and Central Office work together to review data, ensure procedural compliance, and support best practices. School-level points of contact receive data on a weekly basis with ongoing support to rectify variances. Central Office teams review school-level data weekly and contact school points of contact to examine

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: June 2019
follow-up				distributed	data flags, analyze causes, and support problem-solving. Principals receive monthly data snapshots to monitor progress on key metrics and resolution of data anomalies. Instructional superintendents are key partners in accountability and elevating challenges to develop solutions and system improvements. These efforts have significantly reduced the number of data anomalies to date while also increasing expertise and communication between school and Central Office points of contact.
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	During the 2018-19 school year, there were zero schools with documented referrals for targeted and/or formal incident response. However, schools consistently receive support/guidance to ensure that the proper protocols and compliance requirements pertaining to school-based scheduling and grading work are being operationalized and monitored. DCPS examines the entirety of the data set for every school on an ongoing basis through the Continuous Improvement Framework (see updates 1 and 2 of the Risk-Based Audit Process section).
Conduct an annual risk assessment	1/30/2019	Annually		Deliverable: Risk assessment report	The DCPS Compliance Team creates an annual audit plan that identifies key areas and high-risk content areas with implications for graduation. The plan defines the level of risk, implications and potential impact, and action/escalation plans. Within this plan, the following elements are pertinent to graduation verification: Attendance, Evening Credit Recovery and/or Twilight Programs, Grading and Grade Appeals, Transcript Conversion Process, Community Service, Systems Permissions, Residency Verification, Scheduling, and Cumulative Records Review.

Due to reduced capacity on the compliance team resulting from a fiscal year 2019 (FY19) hiring freeze, from four to two full-time employees (FTEs), investigation capacity was limited during the 2018-19 school year. However, the Comprehensive Alternative Resolution and Equity Team received any relevant allegations (largely around attendance and grade changes), while the Compliance Team conducted investigations in response. The Compliance Team also responds to special requests for targeted audits from principals and Central Office.

The Compliance Team also developed a Risk Assessment Targeted Audit Request Application in Quick Base that is active now. This app is based on outcomes from the Continuous Improvement Framework and is tied to graduation excellence, attendance, and student behavior. |

**Work Stream: Student Supports**

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: June 2019
Pre-K-8 Student Supports					
Ensure robust Response to Intervention framework including tiered academic and behavior interventions at elementary schools and education campuses	10/30/2018	Annually	In accordance with 5-E DCMR Ch. 22	Deliverable: Submitted school plans and identified Response to Intervention Point of Contact	All DCPS elementary schools and education campuses have a response-to-intervention framework in place, with designated interventions for reading and math tailored to the specific needs of their student population. The RTI frameworks are developed by the Office of Teaching and Learning, in partnership with the instructional superintendents in the Office of Elementary Schools and school principals. Lists of sample interventions by school are included in the related folder of deliverables and evidence.
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	
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	N/A: Previously Completed
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	N/A: Previously Completed
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 2019, DCPS launched the DCPS Student Guide to Graduation, College, and Career for 100 percent of students in grades 9- 11. 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.

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: June 2019
					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 and final student outcomes for the Class of 2019 in Naviance as of June 15, 2019. 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. A Final Outcome is a student's self-reported plan for after graduation, collected via the Senior Exit Survey. - 76% of June graduates had a recommend pathway in Naviance. - 88% of June graduates have a final outcome in Naviance. - 53% of June graduates without a final outcome in Naviance had a recommended pathway. - 52% of seniors (based on first ninth grade year) had a recommended pathway. - 49% of seniors (based on first ninth grade year) had a final plan. - 57% of seniors (based on first ninth grade year) at non Opportunity Academies had a recommended pathway. - 57% of seniors (based on first ninth grade year) at non-Opportunity Academies had a final outcome.
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 offered Naviance trainings at each of our high schools for students and/or staff. These were customized trainings based on the school needs. Staff trained included Counselors, Teachers, Special Education Teachers, Assistant Principals, NAF Staff, College and Career Coordinators, Pathways Coordinators, JROTC staff, and Social Workers. During the 2018-19 school year, 12 schools held trainings and DCPS hosted one training at Central Office that was open to all high schools. Approximately 175 staff across 15 high schools were trained. Two schools (Dunbar and Woodson high schools) hosted student trainings and trained approximately 225 students (all Dunbar seniors were required to attend a training). DCPS also continued to support schools by responding to Naviance troubleshooting or implementation questions throughout the school year.
Credit Recovery					
Redesign and launch credit recovery program for the 2018-19 school year	8/30/2018	Annual Review		Deliverable: Credit Recovery Implementation	DCPS launched a redesigned credit recovery program in the 2018-19 school year 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,

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: June 2019
				Protocol	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. 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 Architecture, Construction and Engineering, Ron Brown, Roosevelt, Wilson. Additionally, in January 2019, DCPS revised the Twilight program in response to the district's global assessment of students' needs. The Twilight 2.0 program is an initiative offered at Anacostia, Dunbar, and Eastern high schools for students to participate in original credit courses they have not yet taken. 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.
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	The new credit recovery model was modified based on stakeholder feedback and then finalized and released in November 2018. The primary focus of credit recovery is to help students stay engaged, master course content, and graduate ready for college and career. Students in credit recovery programming participate in rigorous, individualized, competency-based courses that are aligned to DCPS curriculum standards. These courses enable students to reengage with content that they didn't master in their original class. The following improvements were introduced in the 2018-19 school year: - The courses are fully aligned to the DCPS curriculum and include clear expectations and resources to support student success. - Targeted individualized instruction helps students learn concepts and content that they did not originally master.

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: June 2019
					- Self-pacing allows students to speed through areas where they are already proficient and take more time where they need it. - Teachers are empowered to re-teach students until they gain proficiency. Students can complete multiple revisions with meaningful feedback. - Students pass courses when they have demonstrated proficiency in all units as demonstrated by the passage of specific assessments. Once the redesigned credit recovery policy was finalized, DCPS focused on training administrators and staff on all elements of the policy and how to effectively implement it. In November 2018, all credit recovery teachers were trained on the policy and programming, and were provided access to resource materials on the Canvas Credit Recovery Page (the redesigned policy, frequently asked questions, credit recovery course guides and PowerPoint presentations from all credit recovery meetings). In addition, credit recovery coordinators participate in monthly meetings to review expectations and ensure policies are being implemented with fidelity.
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	DCPS examined failure data from the 2017-18 school year to inform the highest priority courses to offer in SY 2018 - 2019. The Graduation Excellence Team and Office of Teaching and Learning (OTL) work together to review course failure data on a regular basis. OTL continues to develop competency-based credit recovery courses based on students' need. The teams also review individual student data on credit recovery courses, including length of enrollment, number of absences, and final marks, if applicable. As of June 15, 2019, a total of 137 students have passed 209 credit recovery courses. The credit recovery classes with the most passages are as follows: English II, English III, World History & Geography II, Algebra II & Trigonometry, Chemistry, English I, Geometry, Algebra I, Principles of US Government, US History & Geography.
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	Deliverable: Completed school CSPs	N/A: Previously Completed

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: June 2019
			supports through the 2018-19 school year		
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	As described in the October 2018 update, school staff continued to monitor attendance of the students who participated in these pilots and conduct periodic check-ins with students to foster attendance improvements. For the 2019-20 school year, schools are allowed to design and conduct bridge engagements and Kindergarten Readiness Orientations without Central Office oversight. However, the attendance team participated and/or provided support for several of these events.
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)	DCPS continued its attendance awareness social media campaign throughout the year by periodically messaging the importance of attendance via Twitter, Facebook, Instagram, and attendance downloads to schools.

As described in the October 2018 update, DCPS worked with Harvard's Proving Ground to roll out its first pilot attendance intervention that involved sending individualized attendance data letters to a subset of students and families who have a past history of absences. The goal is to learn the most effective ways to communicate absenteeism interventions and to make sure every impacted student receives appropriate outreach. An impact analysis showed that personalized letters are an effective way to reduce absences. Letters comparing individual students to the average rates reduced absences by 2.7 percent overall. Based on these results, DCPS will continue implementing this approach in the 2019-20 school year. |
| **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 Office of Family and Public Engagement (OFPE) held 10 School Resource Fairs at high schools with the lowest graduate rates and highest truancy rates during fall 2018, during which DCPS distributed the Pre-K - Graduation Policy Guide for families, in addition to information about other student supports. The Resource Fairs allowed students to connect with additional resources to help them stay on track toward on-time graduation. The resource fairs were hosted during students' lunches to impact the most amount of students in a shorter time, a major change from last year. To offer support to parents and families, DCPS also hosted one evening Resource Fair at HD Woodson High School on Dec. 17, 2018. |

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: June 2019
					- More than 959 students were able to receive additional supports and resources from over 40 individual partners. - Partners included five DCPS Offices, 16 DC agencies, and 22 DC nonprofits supporting resources in College and Career, Employment and Volunteering, Health and Mental Health, Safety and Legal Affairs, and Housing and Transportation. - 71 students, parents, and family members attended the evening resource fair at HD Woodson High School, along with 23 partners. OFPE and the DCPS Communications Team also promoted the online engagement around the Credit Recovery Policy during October 2018.
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	In addition to the October 2018 update, the Family Engagement Division and Aspen team provided in-person support at school resource fairs to raise awareness of the portal with students and families. Teacher training modules were expanded to include grade-book training for teachers.
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	The nine schools with Ninth Grade Academies continued to received additional supports as outlined in the October 2018 update, as well as the following: Expectations Setting and Monitoring Piloting Teacher Grade-book Reports to monitor compliance with grading policy and ensure that students and families are viewing accurate and timely information when they log on to the portal. Training and Engagement Follow up support and refresher training provided to staff on an as needed basis. Across all Ninth Grade Academy schools 55% of students have at least one family members with Parent Portal access, this is up from 49% at the beginning of the year. 78% of students have a Student Portal account as compared with 48% at the beginning of the year. Our focus with Ninth Grade Academies this year was mainly on teacher usage (through training, support and monitoring) and student access, we believe that these two factors are critical in setting the

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: June 2019
					foundation for higher parent portal usage. Moving in to next year, our data reflection with Ninth Grade Academy APs will include not only access, but frequency of usage. There is great opportunity to build in student access to Aspen during the school day as part of the Empowered Learners Initiative. See attached Ninth Grade Academy Aspen Partnership Update from June 2019 to the Parent Portal. Across all DCPS secondary schools, about 70 percent of students have access to the student portal. Parent Portal access and usage data specifically for families and students at DCPS Ninth Grade Academies will be available in November.
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	In all cases, if a student and/or parent has concerns, they may contact the Office of Integrity which supports all DCPS stakeholders in ensuring a speedy resolution process in promoting fair and equitable practices for students and families. Information about how to submit appeals, including a sample appeals form, is available on the DCPS website and was included in the Pre-K - Graduation Policy Guide for Families, which was distributed to all DCPS students at the start of the 2018-19 school year. The Office of Integrity has reviewed appeals process timelines and developed internal time-sensitive benchmarks to ensure efficiency and timeliness in issuing appeal outcomes. The appeals process includes action items and corresponding timelines for each type of appeal. The internal benchmarks ensure appropriate review and case conferencing of appeals by instructional superintendents, Office of General Counsel and Level II appeal panel in conjunction with Office of Integrity, which includes gathering pertinent information and review of relevant case details relative to ensuring equitable appeal outcomes. Grade Appeals: A parent or student has the right to seek to amend educational records believed to be inaccurate or misleading. A parent or student can initiate a request for an appeal in any written format. An initial grade appeal in writing should be sent to the school principal within 10 school days of receipt of the grade. The principal will review the appeal and issue a decision in writing. A parent or student may appeal the principal's decision by submitting a written appeal to the instructional superintendent within five school days of receipt of the principal's decision. Failure Due to Absence Appeals: A secondary student or parent with concerns regarding failing a course due to more than 30

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: June 2019
					absences can appeal in writing to the school principal or to a designee of the chancellor within 10 school days of receipt of the failing grade. An Appeals Panel will review the appeal and issue a decision. The student or parent may appeal the decision of the Appeals Panel by writing to the chancellor within 10 school days after the receipt of the decision. Retention Appeals: A parent or student has the right to appeal a retention decision. A parent or student can initiate a request for an appeal in any written format to the instructional superintendent. The instructional superintendent will review the appeal and issue a decision in writing.

Work Stream: Scheduling

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: June 2019
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	All secondary school master schedule reviews were completed and approved through a centralized authorization process by the week of June 3, 2019. Secondary student-level course schedules are due for completion by the end of the 2018-19 school year; course schedules for the 2019-20 school year will be included in the June 24, 2019, mailing of Term 4 report cards to students' households.

Work Stream: Summer School

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: June 2019
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 Advanced and Extended Learning Division within the Office of Teaching and Learning (OTL) engaged and led a broad cross-office effort for the preparation of eight K-5 summer school sites, six middle school sites, and 11 high school sites to deliver enrichment, credit recovery, and original credit programming during summer 2019. DCPS is prepared to serve more than 5,000 students K-12 across these campuses. DCPS received its Summer School budget earlier than in previous years by having summer school non-personnel spending needs (NPS) placed directly on the Title 1 grant, allowing earlier access to funds to ensure that critical supplies and curricular resources are obtained in a timely fashion.
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 Advanced and Extended Learning Division within the Office of Teaching and Learning (OTL) engaged and led a broad cross-office effort for the preparation of eight K-5 summer school sites, six middle school sites, and 11 high school sites to deliver enrichment, credit recovery, and original credit programming during summer 2019. DCPS is prepared to serve more than 5,000 students K-12 across these campuses. DCPS received its Summer School budget earlier than in previous years by having summer school non-personnel spending needs (NPS) placed directly on the Title 1 grant, allowing earlier access to funds to ensure that critical supplies and curricular resources are obtained in a timely fashion.
Redesign summer programming to meet needs of students at risk of retention	6/30/2019	Annually		Deliverable: Redesigned programming launch summer 2019	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 take up to two credit recovery courses at a time during Summer School and receive credit upon demonstration of proficiency in all designated areas. Students also have the opportunity to take original credit courses that meet the 120 hour seat time requirement. Students in Opportunity Academies may continue their coursework throughout the summer in order to finish earning credits that they were working toward through Summit Personalized Learning, a competency-based platform. Students who worked on credit recovery courses during the school year, but didn't finish, have their completed assessments transferred to Summer School, so that they don't have to start from scratch. All of these efforts support students to earn credit or be eligible for summer graduation while maintaining a high level of rigor.

Work Stream: Policy

Long-Term Objective	Initial Timeline	Ongoing Frequency	Notes	Evidence of Completion	Update: June 2019
Systemic Policy Review					
Identify gaps in current policies and plan process and timeline for developing them	9/30/2018	Annually	Policies Needed: Change Control Policy, Elementary Grading, Discipline, Credit Recovery, Transfers, Study Abroad	Deliverable: Policy development plan	DCPS hired a Deputy Chief of Policy and Systems Improvement who started in March 2019. The Deputy Chief is currently conducting a comprehensive needs assessment to identify and prioritize identified policy creation and revisions. A policy development plan for the 2019-20 school year will be finalized by Sept. 30, 2019. The development of an elementary grading policy and a policy or procedure that addresses data system change controls will be incorporated into the policy development plan. Specific policy guidance that defines expectations pertaining to flexible school hours and additional guidance around equitable grading/reporting practices (including make-up work) will also be included. We look forward to sharing our progress in our next biannual update.
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	The new deputy chief is currently developing an annual policy review process, including establishing an agency-wide policy committee. We look forward to sharing our progress in our next biannual update.
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	DCPS has identified two regulatory revisions currently needed to clarify Graduation Excellence requirements: - An errata has been submitted to update 5-E DCMR § 2201.8 to reflect that Algebra I is no longer required to be promoted from ninth grade to 10th grade. - A revision to 5-E DCMR § 2201.6 will be proposed in conjunction with the development of an elementary grading policy to clarify criteria for elementary and middle school promotion. The new Deputy Chief of Policy and Systems Improvement is currently reviewing other relevant regulations. A regulatory revision plan the 2019-20 school year will be finalized by Sept. 30, 2019. We look forward to sharing our progress in our next biannual update.