

DCPS Credit Recovery Engagement Feedback and Response

DC Public Schools (DCPS) is committed to partnering with students, families, and communities to ensure all students are prepared for college, career, and life. For School Year 2018-2019, DCPS released updated attendance, graduation, secondary grading, and student promotion policies to set clear expectations about our standards of excellence for students and what supports DCPS will provide along the way. The final policies and regulations were guided by community feedback and informed by stakeholder concerns. This document summarizes public feedback on the draft credit recovery policy and the decisions made to update the policy based on the feedback.

October Credit Recovery Engagement Session

DCPS' draft credit recovery policy was open for public comment from October 4 to October 18. During this time, DCPS held the following engagements: a public webinar, an in-person focus group, a feedback session during the Chancellor's Principal Cabinet meeting, and a feedback session during the Chancellor's Student Cabinet meeting. DCPS also received 63 comments online, a letter from the State Board of Education (SBOE), and a letter from the Senior High Alliance of Parents, Principals and Educators (SHAPPE).

Credit Recovery Feedback and Response

Public Feedback	DCPS Response
<p><i>Draft Policy Rigor Feedback:</i> While stakeholders expressed the need for systems to support students who are struggling or at risk of course failure, many believe the draft credit recovery policy is too lenient. Commentators feel that the policy is a disservice to all students, as it rewards students who don't put the initial effort into their coursework</p>	<p><i>Draft Policy Rigor Response:</i> DCPS is committed to providing the supports students need to be successful. DCPS will modify the definition of credit recovery to reflect that students must meet all of the credit recovery course standards to pass the course. Additionally, DCPS will add emphasis to the important proactive work of teachers and school staff to help students attain mastery in the original credit course and prevent course failures.</p>
<p><i>Feedback on Implementation:</i> Stakeholders expressed concern regarding how the credit recovery policy will be implemented. Many feel that the draft policy lacks logistical clarity regarding student enrollment, limitations, timelines, and school-by-school processes. Commentators also expressed the desire for a broader credit recovery policy that supports ELL students. Additionally, many feel that the attendance requirements are too lenient, and the parent/guardian appeals process is too harsh.</p>	<p><i>Response to Feedback on Implementation:</i> DCPS will add a required monthly data review to address implementation concerns and ensure appropriate use of credit recovery. To address the credit recovery attendance concerns, the policy has been modified – credit recovery courses will only be offered outside of the regular school day. The addition of before school hours and Saturdays will give students more flexibility. DCPS added Health as an allowable course offering, to provide more access to credit recovery in required courses. Lastly, an addition to the policy will state that students may be enrolled in only one credit recovery course at a time unless they have a schedule that is able to accommodate additional courses and receive permission from the school to enroll in additional credit recovery courses.</p>

Policy Expectations: Commentators believe the draft policy lacks clarity regarding teacher and student expectations. Many believe that requiring teachers to create individualized plans covering multiple content is time consuming. Additionally, stakeholders request clarity on which campuses will offer credit recovery.

Response to Policy Expectations Feedback: DCPS will modify the statement listing credit recovery expectations to reflect that students won't have to retake course content they have already mastered in their original credit course if they have passing marks on prescribed assessments related to specific course content. To address the concern on how many courses one teacher can be responsible for while maintaining a responsible number of total students served, the policy will be modified to reflect a teacher-student ratio of 1:15 per class, up to two courses. Additionally, the policy will state that teachers may be responsible for up to three courses but may only serve a total of 30 students between the three courses.

Stakeholder Appreciation

Thank you to the many students, families, partners, and staff members who attended engagement sessions and submitted online comments regarding the credit recovery policy. The feedback that you shared shaped this policy and will continue to influence the implementation of credit recovery in School Year 2018-2019 and beyond. The updated credit recovery policy, in addition to the updated attendance, graduation, secondary grading, and student promotion policies, will help to ensure that every DCPS student feels loved, challenged and prepared to thrive in life.