Public Oversight Roundtable on
Graduation Rate Accountability

Testimony of
Amanda Alexander
Interim Chancellor
District of Columbia Public Schools

Before the
Committee on Education
The Honorable David Grosso, Chairman

Council of the District of Columbia
Room 412
John A. Wilson Building
1350 Pennsylvania Avenue, NW
Washington, D.C. 20004
[Slide 1] Introduction

Good day, Chairman Grosso, members of the Committee, and staff. My name is Amanda Alexander and I am the Interim Chancellor of the District of Columbia Public Schools (DCPS). I appreciate the opportunity to share details of the important work my team and I have engaged in to address graduation accountability at DCPS and ensure the value of the DCPS diploma for the Class of 2018 and future graduates.

[Slide 2] Commitments

At DCPS, we are committed to our vision that every student will feel loved, challenged, and prepared to positively influence society and thrive in life.

As we strive to prepare students for post-secondary success, DCPS will work to:

- Maintain high expectations for all students and ensure all graduates feel confident they have earned their diplomas;
- Empower our students and families on their paths to graduation with the supports they need to be successful; and
- Provide clear and transparent policies with rigorous monitoring systems.

[Slide 3] Graduation Task Force

I want to be clear that graduation and secondary support has been my team’s top priority.

Following revelations regarding inconsistent application of DCPS’ grading and attendance policy and in response to the Alvarez and Marsal report, we knew it was imperative to move quickly and improve our training and systems. With that in mind, DCPS created a Graduation Task Force—a team dedicated to planning for the 2018 graduation by improving our internal systems and assessing and providing for the needs of students, whether “on track” or “off track.” In addition, this team focused its efforts toward School Year 2018-2019 to ensure that we have effective and appropriate policies in place as we move forward.

Over the last six months, DCPS moved quickly to address these challenges. We communicated broadly to students, families, and staff about our resolve to support every student on their pathway to graduation. We worked to create more opportunity in the second semester and summer school for students to earn original credit and to master content. We developed strong systems around attendance and grading that support families and school staff. Finally, we took steps to build a culture that values authentic mastery over checking a box.

We engaged teachers, guidance counselors, and school leaders in targeted, ongoing trainings that include webinars, in-person conversations, and a comprehensive graduation summit. My senior leadership team participated in weekly touchpoints to monitor progress and offer extensive strategic support to schools and students.

We are moving quickly to meet these goals because they matter and have tangible implications for the future of our students, schools, and our city. Our educators are ready and eager to help, and we are
working to provide them with better tools and training. Our students are planning their futures, and we are partnering with them to ensure they are aware and can take advantage of all of the options available to them. These students cannot afford to wait for our next steps, and DC’s families, colleges, and employers expect and deserve more from us.

We appreciate the support of Mayor Bowser as we take on this urgent work and are eager to continue to collaborate with you, the DC Council.

[Slide 4] Graduate Profile

Despite the urgency of this work, we must not lower the bar—especially since we know that our young people can and will meet it. The DCPS Graduate Profile makes clear what we expect from students who earn our diploma. DCPS holds all graduates accountable to clear standards of excellence. We strive to empower our students to be engaged, prepared, courageous, compassionate, and culturally aware.

[Slide 5] DCPS Goes to College

Even as we tackle the real and urgent work we still have to do, we must also celebrate the 2,096 students from the 2018 Cohort who have earned a DCPS diploma in recent weeks. The number of DCPS students completing the FAFSA; taking the SAT; applying to, and being accepted to, colleges continues to increase— showing that when students are given opportunity, they take advantage of them!

One incredible example of the excellence produced within DCPS is Munisa Said, who participated in a range of organizations during high school at Cardozo Education Campus, including student government and her school’s Local School Advisory Team (or LSAT). Munisa will attend Princeton University this fall.

From Dunbar HS, Sheldon Willett plans to attend Sewanee: The University of the South and has long-term goals to return to the DC community and practice law. Sheldon has already started building the skills he will need to be successful as a member of the Dunbar debate team and student government vice president.

We wish these students, and all our graduates, joy and courage as they begin the next phase of their lives. These students represent the amazing talent of DCPS and challenge us to refocus our efforts to help young people across the district attain these kinds of achievements.

[Slide 6] Graduation Verification

To meet our goal of supporting individual students on their paths to graduation and beyond, we focused on our three commitments.

First, DCPS is committed to maintaining high expectations for all students and ensuring all graduates feel confident they have earned their diploma.

This spring, DCPS created a robust graduation verification process that includes reviews at both the school and Central Office levels.

This semester, we have redesigned the way course scheduling works in our high schools, confirming that students are on track toward graduation and they have the time they need to master content.
Adjusted Cohort Graduation Rate

To discuss our graduation rates, DCPS uses the Adjusted Cohort Graduation Rate (or ACGR), as mandated by the Federal government. ACGR is calculated by following a cohort of rising 9th grade students to determine the percentage that receive a regular diploma within four years. A student who entered high school in the 2014-2015 school year would be included in DCPS’ 2018 Cohort.

June Graduation

Earlier today, we shared our final June 2018 graduation numbers. Overall, 59 percent of DCPS’ 2018 Cohort graduated by June. An additional 139 students, or four percent, will have the opportunity to earn credit through our enhanced summer school offerings and to graduate in August. The final OSSE verified graduation rate will be available in the fall.

Each of our graduates has overcome obstacles—and used that tenacity to push themselves even further. We know our students are capable of greatness, but we also know that sometimes the path to greatness takes a detour. It is our job to help every student who needs our assistance to get back on that path.

We are committed to providing every support necessary to ensure off-track students have the chance to earn a DCPS diploma.

Term 3 to Term 4 Outcomes

At the end of Term 3, DCPS shared that 46 percent of the 2018 Cohort was on track for graduation. We used this data to know our students and better understand their paths to graduation. Teachers, guidance counselors, and school leaders have dedicated their efforts to having real conversations with students and families and providing supports that matter. The increase from 46 percent on track at the end of Term 3 to 59 percent of students graduating in June is due to the hard work of DCPS staff, families, and students.

More specifically, the changes between Term 3 estimates and actual Term 4 outcomes are due to two factors: improvements in student grades and student removals or transfers. For example, students who were failing a course at the end of Term 3 could have earned a passing mark in Term 4. Additionally, students earned credit recovery credit at the end of Term 4, which could have allowed them to graduate. Finally, as we’ve shared in the past, this number also reflects those students verified by OSSE as transfers out of DCPS for removal from the cohort.

9th through 11th Grade ACGR

Our focus is not limited to just the graduating class. We have also invested time and resources in supporting our 9th through 11th grade students as they work toward graduation and career or college. At these grade levels, more than 70 percent of students are on track to promote. DCPS will work tirelessly to support each of the approximately 30 percent of students who are not on track for promotion to get back on their path to graduation.

Student Supports

Our second key commitment is to empower our students and families with clear information and the supports they need to be successful.
This spring, we invested significant time and manpower in one-on-one graduation planning for all of our high school students. DCPS guidance counselors will continue to consistently support students with scheduling and individualized planning, including meeting with all high school students and their families.

These efforts are already making an impact. A guidance counselor at Cardozo Education Campus told me that the new attendance and grading policies have fostered a greater sense of accountability among students and made them aware of the role attendance plays in content mastery. Parents are also receiving more consistent communication—including texts, emails, and robocalls—about their child’s attendance and are tracking progress in Aspen, DCPS’ Student Information System.

Next year, we will launch an online high school planning platform called Naviance. This platform will allow students, parents, and staff to monitor progress toward graduation and implement targeted supports.

[Slide 12] Youngest Learners

We know the path to college and career starts early. As Chief of Elementary Schools, I led the implementation of a Response to Intervention (RTI) framework, which required the early identification of students with learning and behavior needs. We know that students who are not meeting benchmarks are those who most urgently need our help.

Like all our elementary schools, H.D. Cooke Elementary School uses the RTI model to support the whole child. Their school-wide RTI block is scheduled each morning from 8:45 A.M. – 9:15 A.M. This approach allows staff to flexibly group students amongst classrooms and grade levels. Based on student data, the team determines tiered academic and behavioral interventions, such as research-based programs like Leveled Literacy Inventory or Do the Math. Students may also attend some small group sessions with a social worker to address specific behavioral or social skills.

As we expand this framework to include secondary grades, we will better serve all students in DCPS.

[Slide 13] Graduation Plan

Every student should have a clear and realistic path to graduation and post-secondary opportunities and understand the steps they need to take to achieve it.

You can see an example of next year’s student graduation plan on this slide. It contains their grades, transcript, and the credits and requirements they still need to graduate. Students and families will meet regularly with guidance counselors to review their plans and map a student’s trajectory to a diploma. Individual graduation planning meetings empower students and build ownership as they consider their future goals.

[Slide 14] Summer School

This year, DCPS will offer enhanced Summer School programming to provide high school students with additional support on their paths toward graduation. For the first time, students will be able to earn original credit during Summer School, as well as take credit recovery courses.
Graduation Transparency/Implementation Monitoring

Our third key commitment is to provide clear and transparent policies with rigorous monitoring systems. This includes providing ongoing training, resources, and technical support for school-based staff around policy implementation and expectations.

This fall, we are launching a Graduation Monitoring Framework that will allow DCPS to proactively identify system challenges and respond quickly. This framework aligns with our continuous goals of adhering to requirements; and monitoring and supporting those expectations at all our schools.

Policy Update

We are updating regulation and policy to ensure clarity for students, families, and school staff around the expectations and requirements related to graduation. We seek to:

- Provide flexibility in the school day schedule, to accommodate families with multiple children and students with caretaker responsibilities;
- Remove automatic grade reductions and failures due to absence and replace them with early warning notifications;
- Remove punitive consequences for highly mobile students by allowing them to make up work and show mastery; and
- Streamline the grade appeals process and align timelines of parent/guardian notifications to reduce administrative burden and support overall compliance.

These changes are informed by extensive feedback from DCPS stakeholders and will, in some cases, resolve discrepancies and confusion in existing DC municipal regulations. We believe that creating clarity around regulation and policies is essential moving forward.

Vision

What this work amounts to is the creation of a new kind of DCPS high school experience. The DCPS vision is for all students to feel loved, challenged, and prepared to positively influence society and thrive in life. Even as we focus deeply on the “prepared” piece of that work through graduation excellence, we will not lose sight of the love and challenges we seek to provide every student who steps inside a DCPS classroom.

In high school, we will accomplish this through personalized plans for graduation; relevant learning experiences, including internships and study abroad trips; and social-emotional supports that see our students as the whole and richly diverse beings they are. Our graduates are, and will be, independent and self-aware young adults who can take pride in what they have achieved, and in whom our city can be proud. Together, with your support, we will make this vision a reality.

We have work to do—difficult and complex work that won’t be finished in a season, or even in a year. But, speaking on behalf of all of DCPS, it is work that we are fully committed to seeing through.

Thank you for the opportunity to speak before you about this important topic. I am happy to answer any questions you may have at this time.
Graduation Excellence

June 13, 2018
Graduation Rate Accountability Roundtable: DCPS Testimony
Our Commitment

- 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

- Provide clear and transparent **policies with rigorous monitoring systems**
We have taken aggressive action to address the graduation investigation findings.

<table>
<thead>
<tr>
<th>Alvarez &amp; Marsal Report Findings</th>
<th>DCPS Response</th>
</tr>
</thead>
</table>
| Lack of DCPS support and oversight | ✓ Communicated policies broadly to students and families  
  ✓ Trained and supported staff  
  ✓ Manually reviewed 2018 cohort transcripts with counselors and students  
  ✓ Created graduation monitoring framework |
| Credit recovery was misused at most high schools | ✓ Created new original credit courses in second semester and summer school  
  • Developing robust plan for SY18-19 credit recovery offerings  
  • Redesigning SY18-19 scheduling process to ensure compliance |
| Grade reductions and failures due to absence* were rarely enforced | ✓ Automated implementation of failures due to absence  
  ✓ Increased parent/guardian notifications: direct mailings, robocalls, texts  
  ✓ Updated absence notifications with information about impact on grades |
| Culture of passing and graduating students at high schools | ✓ Clarified expectations around policy compliance with leaders and staff  
  ✓ Removed promotion and graduation goals from staff evaluations  
  ✓ Hosted resource fairs and shared school-specific student supports  
  • Creating tools to better help schools, families, and students track progress |

*Per DCMR, students with 5-9 unexcused absences in a term should receive a grade reduction; students with 10 or more unexcused absences should receive a failure for the term (FA); and students with 30 or more unexcused absences in a course for the school year should receive a failing final grade.
We have high expectations for all students.
We are celebrating students who are prepared for post-secondary success!

The DCPS high school experience includes:

- Advanced Placement and International Baccalaureate classes
- Athletics
- Career Academies
- Career Ready Internships
- JROTC
- Study Abroad
Our Commitment: Maintain high expectations for all students and ensure all graduates feel confident they have earned their diploma

<table>
<thead>
<tr>
<th>School Year 2017-2018 Actions</th>
<th>Planning for School Year 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Monitored the <strong>graduation status of every student</strong></td>
<td>• Conduct <strong>one-on-one academic planning conferences</strong> with every high school student in the fall and spring</td>
</tr>
<tr>
<td>✓ Conducted <strong>manual review of individual student transcripts</strong> for all students in the 2018 cohort</td>
<td>• Implement <strong>new scheduling process</strong> to ensure students are appropriately mapped to requirements</td>
</tr>
<tr>
<td>✓ Enhanced <strong>graduation verification process</strong> to include school-level and central office transcript review and data certification</td>
<td>• Enhance central office <strong>oversight and monitoring</strong></td>
</tr>
</tbody>
</table>
Refresher: Adjusted Cohort Graduation Rate (ACGR)

ACGR is calculated by following a cohort of rising 9th grade students to determine the percentage that receive a regular diploma within 4 years (this includes any students who graduate with 3 years).

Adjusted Cohort Graduation Rate

\[
\text{Grads within 4 years} \quad \frac{\text{(Grads within 4 years + non-grads) – Transfer students that produce valid documentation}}{}
\]

Non-grads:
- Students who withdraw without subsequent enrollment (Any student who transfers and produces valid documentation of enrollment in another degree-granting school will be removed from the cohort).
- Students who are still enrolled and did not graduate in 4 years.
- Students who receive all other types of diploma/certificate other than a traditional diploma (GED, SPED certificates, etc.).
59% of the Class of 2018 graduated by June.

### Adjusted Cohort Graduation Rate (ACGR) Estimates

**Data as of June 8, 2018**

<table>
<thead>
<tr>
<th>School</th>
<th>Cohort*</th>
<th>Graduated**</th>
<th>Potential Summer Graduate</th>
<th>5th Year Student</th>
<th>Special Education Certificate Track</th>
<th>Transfer/Withdrawn Remaining in Cohort***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anacostia HS</td>
<td>172</td>
<td>42%</td>
<td>3%</td>
<td>22%</td>
<td>2%</td>
<td>31%</td>
</tr>
<tr>
<td>Ballou HS</td>
<td>294</td>
<td>45%</td>
<td>7%</td>
<td>25%</td>
<td>3%</td>
<td>20%</td>
</tr>
<tr>
<td>Ballou STAY HS</td>
<td>96</td>
<td>8%</td>
<td>2%</td>
<td>47%</td>
<td>0%</td>
<td>43%</td>
</tr>
<tr>
<td>Benjamin Banneker HS</td>
<td>104</td>
<td>99%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Cardozo EC</td>
<td>212</td>
<td>52%</td>
<td>3%</td>
<td>7%</td>
<td>3%</td>
<td>35%</td>
</tr>
<tr>
<td>Columbia Heights EC</td>
<td>264</td>
<td>79%</td>
<td>2%</td>
<td>5%</td>
<td>1%</td>
<td>14%</td>
</tr>
<tr>
<td>Coolidge HS</td>
<td>103</td>
<td>44%</td>
<td>7%</td>
<td>16%</td>
<td>3%</td>
<td>31%</td>
</tr>
<tr>
<td>Dunbar HS</td>
<td>190</td>
<td>72%</td>
<td>7%</td>
<td>9%</td>
<td>1%</td>
<td>11%</td>
</tr>
<tr>
<td>Eastern HS</td>
<td>209</td>
<td>74%</td>
<td>6%</td>
<td>9%</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Ellington School of the Arts HS</td>
<td>129</td>
<td>91%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
</tr>
<tr>
<td>Luke Moore Alternative HS</td>
<td>163</td>
<td>15%</td>
<td>2%</td>
<td>55%</td>
<td>0%</td>
<td>28%</td>
</tr>
<tr>
<td>McKinley Technology HS</td>
<td>145</td>
<td>94%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>Non-Public</td>
<td>103</td>
<td>14%</td>
<td>0%</td>
<td>70%</td>
<td>6%</td>
<td>11%</td>
</tr>
<tr>
<td>Phelps ACE HS</td>
<td>69</td>
<td>90%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Roosevelt HS</td>
<td>208</td>
<td>49%</td>
<td>9%</td>
<td>10%</td>
<td>5%</td>
<td>28%</td>
</tr>
<tr>
<td>Roosevelt STAY HS</td>
<td>149</td>
<td>15%</td>
<td>1%</td>
<td>66%</td>
<td>0%</td>
<td>19%</td>
</tr>
<tr>
<td>School Without Walls HS</td>
<td>170</td>
<td>91%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>9%</td>
</tr>
<tr>
<td>Washington Metropolitan HS</td>
<td>81</td>
<td>27%</td>
<td>0%</td>
<td>37%</td>
<td>0%</td>
<td>36%</td>
</tr>
<tr>
<td>Wilson HS</td>
<td>511</td>
<td>72%</td>
<td>4%</td>
<td>7%</td>
<td>0%</td>
<td>17%</td>
</tr>
<tr>
<td>H.D. Woodson HS</td>
<td>178</td>
<td>60%</td>
<td>9%</td>
<td>6%</td>
<td>1%</td>
<td>24%</td>
</tr>
<tr>
<td><strong>DCPS</strong></td>
<td><strong>3,550</strong></td>
<td><strong>59%</strong></td>
<td><strong>4%</strong></td>
<td><strong>17%</strong></td>
<td><strong>1%</strong></td>
<td><strong>19%</strong></td>
</tr>
</tbody>
</table>

* Cohort includes students enrolled at the Inspiring Youth Program and Youth Services Center. These students are grouped with their most recent diploma-granting school of enrollment in DCPS (per the state's ACGR policy).

** Graduates include students who graduated in their third year of high school in SY2016-17 but are in the 2018 cohort according to the ACGR guidelines.

*** Cohort excludes 426 preliminary cohort removals of students transferred out of DCPS that have been submitted to OSSE. The review of cohort removals is ongoing and will be complete by fall 2018. DCPS expects more students to be removed from the cohort, which could increase the graduation rate further. (Cohort removals are based on valid documentation of a transfer to another diploma-granting school.)
Comparison of Term 3 Estimates and Term 4 Outcomes for Class of 2018

- Changes between Term 3 estimates and actual Term 4 outcomes are due to:
  - Improvements in student academic status (Term 4 marks); 455 Term 3 Off Track students graduated.
  - 76 new cohort removals; brings total to 426 preliminary cohort removals.
  - 5 students changed cohorts within DCPS; transcripts updated to reflect starting 9th grade outside the district.
  - 8 cohort additions (new students).

<table>
<thead>
<tr>
<th>Graduation Status</th>
<th>Term 4 Outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort = 3,550</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3,623 – 76 removals and 5 cohort changes + 8 cohort additions)</td>
<td></td>
</tr>
<tr>
<td>Graduated</td>
<td>2,096 (59%)</td>
<td></td>
</tr>
<tr>
<td>Potential Summer Graduate</td>
<td>139 (4%)</td>
<td></td>
</tr>
<tr>
<td>Potential 5th Year</td>
<td>595 (17%)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3 Estimates</th>
<th>Graduated</th>
<th>Potential Summer Graduate</th>
<th>Potential 5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 3 = 3,623</td>
<td>1,676 (46%)</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>758 (21%)</td>
<td>120</td>
<td>217</td>
</tr>
<tr>
<td></td>
<td>408 (11%)</td>
<td>N&lt;10</td>
<td>336</td>
</tr>
</tbody>
</table>

Note: This table does not provide a breakdown of the entire cohort; students in special education, on certificate track, and transfer/withdrawn students are not included here.
Term 3 Promotion Status for Classes of 2019, 2020, and 2021 - June 8, 2018

- Promotion is defined by DCMR as follows:
  - Class of 2019 (Juniors): On Track to earn 18 credits and English I, II, and III.
  - Class of 2020 (Sophomores): On Track to earn 12 credits and English I and II.
  - Class of 2021 (Freshmen): On Track to earn 6 credits and English I.
- DCPS estimated promotion status for currently enrolled students only.
- Term 4 marks will be entered Friday June 15th.

<table>
<thead>
<tr>
<th>Class of 2019 (Juniors)</th>
<th>Total Currently Enrolled</th>
<th>On Track to Promote</th>
<th>Not On Track to Promote</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2,840</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>Class of 2020 (Sophomores)</td>
<td>2,816</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>Class of 2021 (Freshmen)</td>
<td>2,567</td>
<td>75%</td>
<td>25%</td>
</tr>
</tbody>
</table>
### Our Commitment: Empower our students and families on their path to graduation with the supports they need to be successful

<table>
<thead>
<tr>
<th>School Year 2017-2018 Actions</th>
<th>Planning for School Year 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Held individual meetings with students, families, and counselors</td>
<td>✓ Launch summer bridge engagements to foster personal connections between rising 9th graders and their receiving high schools</td>
</tr>
<tr>
<td>✓ Hosted resource fairs at all nine comprehensive high schools</td>
<td>✓ Introduce graduation and post-secondary planning in an online platform (Naviance) for students, families, and staff with a new graduation profile that provides an intuitive way to review student data and progress</td>
</tr>
<tr>
<td>✓ Increased communication for students and families</td>
<td>✓ Redesign and launch credit recovery programming</td>
</tr>
<tr>
<td>✓ Created new original credit courses in second semester and summer school</td>
<td></td>
</tr>
</tbody>
</table>
Identifying and responding to individual student needs begins with our youngest learners.

Response To Intervention (RTI) is accelerating learning in DCPS Elementary Schools.

Tier 1
- High-quality classroom curriculum, instruction, and behavior support

Tier 2
- Targeted support to address learning and behavior gaps, often through small group instruction

Tier 3
- Targeted support for a specific need, often through one-on-one instruction
We are committed to ensuring every student has an achievable plan and clear path toward graduation.

Individual planning meetings empower students and build ownership.
We will offer enhanced High School Summer School programming.

- Will be held at all comprehensive high schools and Columbia Heights Education Campus
- Open to all DCPS high school students with priority given to current seniors and 9th graders
- Provides original credit courses as well as credit recovery courses
- Includes enhanced support for English Learners and students with disabilities
**Our Commitment:** Provide clear and transparent policies with rigorous monitoring systems

<table>
<thead>
<tr>
<th>School Year 2017-2018 Actions</th>
<th>Planning for School Year 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Implemented <strong>system improvements</strong> to support compliance with grading and attendance policies</td>
<td>• Create <strong>parent-student and staff handbooks</strong></td>
</tr>
<tr>
<td>✓ Provided ongoing <strong>training, resources, and technical assistance</strong> to key staff on graduation-related policies</td>
<td>• Ensure school and central office staff complete <strong>policy and systems training</strong> on an annual basis; provide training to new and substitute staff upon onboarding</td>
</tr>
<tr>
<td></td>
<td>• Launch a <strong>Graduation Monitoring Framework</strong> to ensure adherence to requirements</td>
</tr>
<tr>
<td></td>
<td>• Continue <strong>system updates</strong> to support data quality and ensure compliance</td>
</tr>
</tbody>
</table>
For SY18-19, DCPS is updating regulation and policy to ensure clarity for adults, students, and caregivers.

**Policy Focus Areas:**
- Attendance
- Graduation Requirements
- Secondary Grading
- Student Promotion
- Credit Recovery*

**Proposed Regulatory Revisions:**
- Provide flexibility in the school day schedule to accommodate families with multiple children and students with caretaker responsibilities
- Remove automatic grade reductions and failures due to absence; replace with early warning notifications
- Remove punitive consequences for highly mobile students by allowing them to make up work and show mastery
- Streamline the grade appeals process and align timelines of parent/guardian notifications to reduce administrative burden and support overall compliance

*Given pending OSSE regulatory changes, DCPS will release this policy subsequent finalized regulation in fall/winter of 2018. However, an overhaul of credit recovery program design is underway.
Our vision for high school in DCPS is one where students feel...

Loved
Personalized graduation and post-secondary planning support

Challenged
Rigorous and relevant learning experiences inside and outside the classroom

Prepared
Opportunities to cultivate independence, self-awareness, and self-sufficiency

...to positively influence society and thrive in life.