

GOVERNMENT OF THE DISTRICT OF COLUMBIA
District of Columbia Public Schools



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.

[Slide 7] 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.

[Slide 8] 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.

[Slide 9] 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.

[Slide 10] 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.

[Slide 11] 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.

[Slide 15] 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.

[Slide 16] 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.

[Slide 17] 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.



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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.

Alvarez & Marsal Report Findings

DCPS Response

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



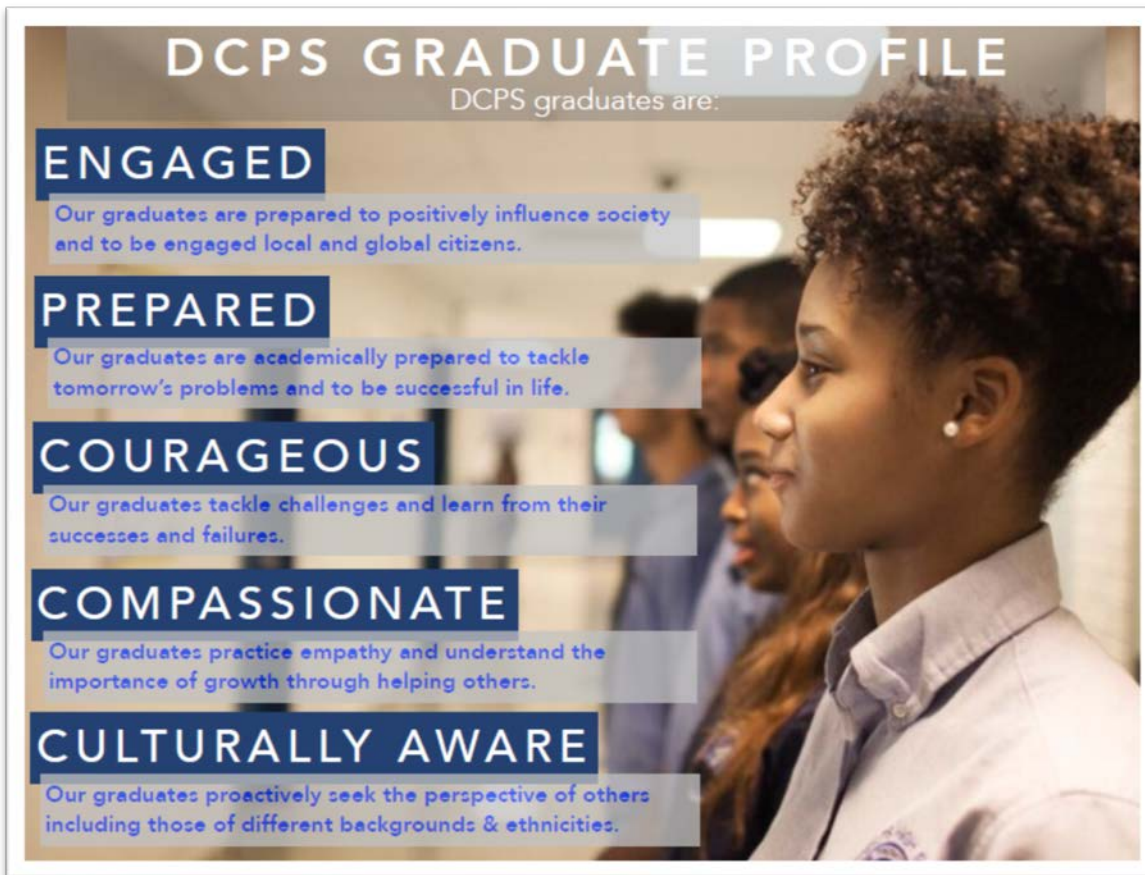
- ✓ Automated implementation of failures due to absence
- ✓ Increased parent/guardian notifications: direct mailings, robocalls, texts
- ✓ Updated absence notifications with information about impact on grades

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

We have high expectations for all students.



DCPS GRADUATE PROFILE
DCPS graduates are:

- ENGAGED**
Our graduates are prepared to positively influence society and to be engaged local and global citizens.
- PREPARED**
Our graduates are academically prepared to tackle tomorrow's problems and to be successful in life.
- COURAGEOUS**
Our graduates tackle challenges and learn from their successes and failures.
- COMPASSIONATE**
Our graduates practice empathy and understand the importance of growth through helping others.
- CULTURALLY AWARE**
Our graduates proactively seek the perspective of others including those of different backgrounds & ethnicities.

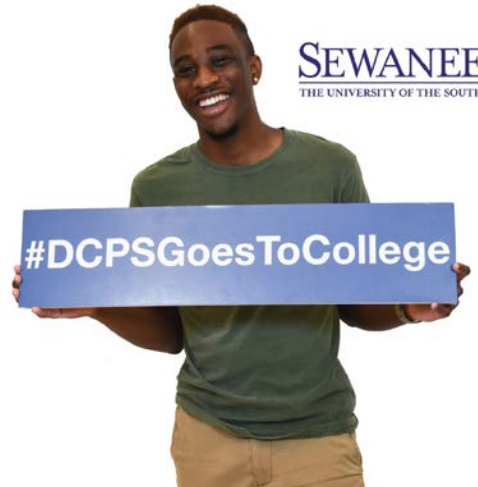


THIS IS HOW WE INFLUENCE THE WORLD

DCPS is committed to ensuring our students are prepared to succeed in college and career. We define College and Career Readiness as being able to pursue postsecondary programs - without requiring remediation - and secure a job in a high-wage, high-demand career. The following opportunities are available to all of our high school students to ensure they feel challenged, loved, and prepared to succeed in college and career:

ENGAGED: <ul style="list-style-type: none">• COMMUNITY SERVICE• CAREER READY INTERNSHIPS• EXPLORATORY FIELD TRIPS	COURAGEOUS: <ul style="list-style-type: none">• CLUBS/CO-CURRICULARS• TENACITY SKILLS TRAINING
PREPARED: <ul style="list-style-type: none">• RIGOROUS, COMMON CORE-ALIGNED CURRICULUM• DUAL ENROLLMENT COURSES AT LOCAL COLLEGES• CAREER ACADEMIES• ADVANCED PLACEMENT/IB	COMPASSIONATE: <ul style="list-style-type: none">• SOCIAL EMOTIONAL LEARNING• RESTORATIVE JUSTICE CULTURALLY AWARE: <ul style="list-style-type: none">• WORLD LANGUAGE PROGRAMMING• STUDY ABROAD & DOMESTIC TRAVEL OPPORTUNITIES• CULTURAL RESPONSIVE CURRICULUM

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

School Year 2017-2018 Actions

- ✓ Monitored the **graduation status of every student**
- ✓ Conducted **manual review of individual student transcripts** for all students in the 2018 cohort
- ✓ Enhanced **graduation verification process** to include school-level and central office transcript review and data certification

Planning for School Year 2018-2019

- Conduct **one-on-one academic planning conferences** with every high school student in the fall and spring
- Implement **new scheduling process** to ensure students are appropriately mapped to requirements
- Enhance central office **oversight and monitoring**



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

Grads within 4 years

$$\frac{\text{Grads within 4 years} + \text{non-grads} - \text{Transfer students that produce valid documentation}}{\text{Total Cohort}}$$

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.

Class of 2018 Cohort Term 4 Outcomes

Adjusted Cohort Graduation Rate (ACGR) Estimates

Data as of June 8, 2018

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

*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).

		Term 4 Outcomes Cohort = 3,550 (3,623 – 76 removals and 5 cohort changes + 8 cohort additions)		
Graduation Status		Graduated 2,096 (59%)	Potential Summer Graduate 139 (4%)	Potential 5th Year 595 (17%)
Term 3 Estimates Cohort = 3,623	On Track 1,676 (46%)	1,636	14	22
	Moderately Off Track 758 (21%)	415	120	217
	Significantly Off Track 408 (11%)	40	N<10	336

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.



	Promotion Status as of Term 3		
	Total Currently Enrolled	On Track to Promote	Not On Track to Promote
Class of 2019 (Juniors)	2,840	70%	30%
Class of 2020 (Sophomores)	2,816	71%	29%
Class of 2021 (Freshmen)	2,567	75%	25%

Our Commitment: Empower our students and families on their path to graduation with the supports they need to be successful

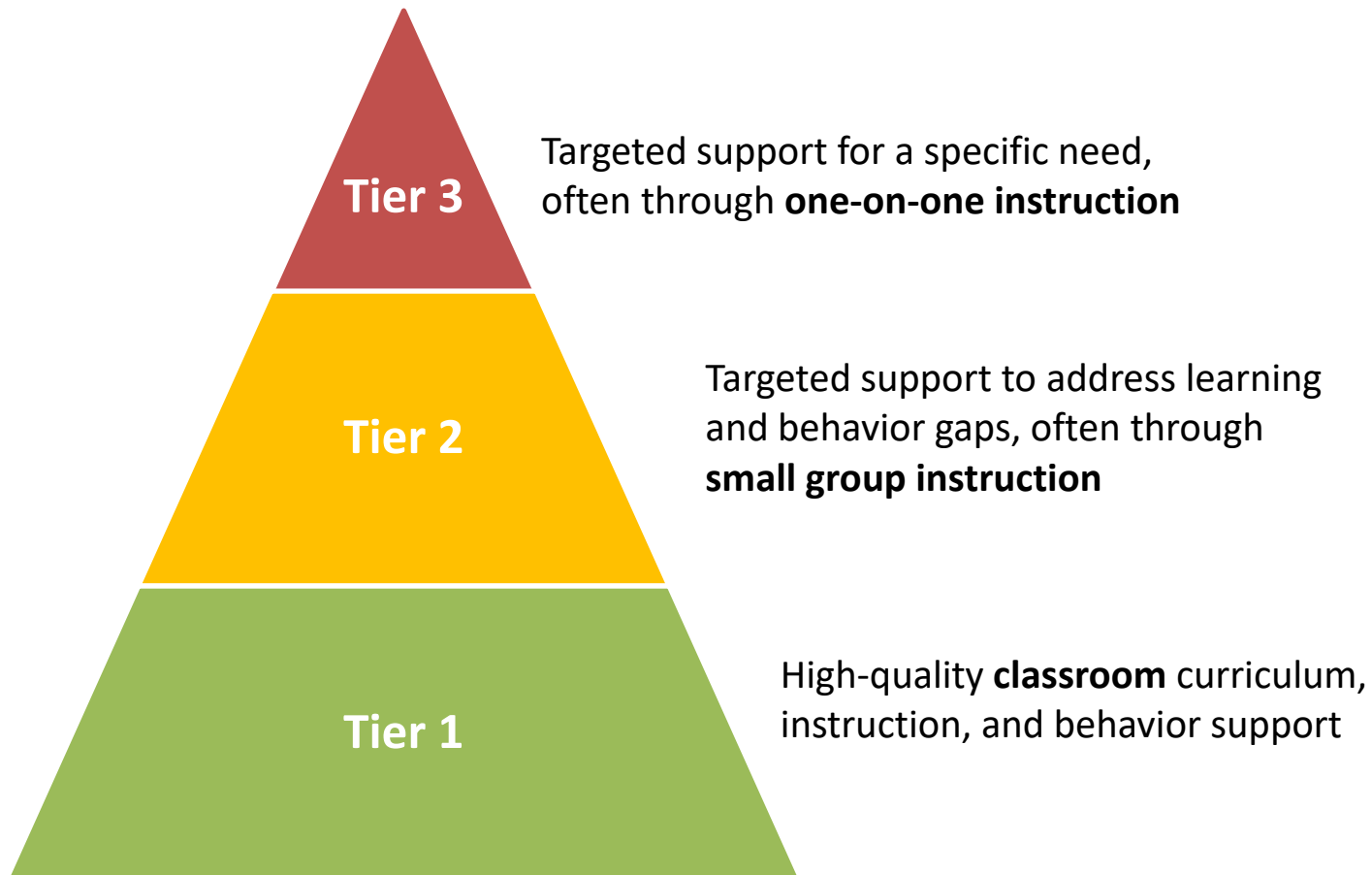
School Year 2017-2018 Actions

- ✓ Held individual meetings with students, families, and counselors
- ✓ Hosted **resource fairs** at all nine comprehensive high schools
- ✓ Increased **communication** for students and families
- ✓ Created **new original credit courses** in second semester and summer school

Planning for School Year 2018-2019

- Launch **summer bridge engagements to foster personal connections** between rising 9th graders and their receiving high schools
- 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
- Redesign and launch **credit recovery programming**

Identifying and responding to individual student needs begins with our youngest learners.




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



We are committed to ensuring every student has an achievable plan and clear path toward graduation.

Individual planning meetings
empower students
and
build ownership.





Student A
Graduation Readiness Profile

Student Data				
Student Information		Current School Year Attendance & Behavior		
Student ID	123456	In Seat Attendance	58%	Truant with the school year? Y
Student Name	Student A	Days Enrolled	160	Total # Suspended 0
Grade	11	Days Absent	90	Days Suspended 0
GPA	2.31			

College & Career Preparedness		PARCC			NWEA-MAP				
2015 PSAT Score	710	Subject	2014-2015	2015-2016	2016-2017	Window	RIT Score	Percentile	Growth Target
2016 PSAT Score	780	ELA	2	2	3	BOY	226	36%	
2017 PSAT Score	810	Math	1	2	2	MOY			
		Algebra I		2		EOY			
		Geometry			2				
		Algebra II							

Reading Inventory			
Window	Lexile Score	Performance Level	Growth Target
BOY	920	Basic	960
MOY			
EOY			

Progress Towards Graduation

Course Title	Course				
	T	Term 2	Term 3	Term 4	Final
Drawing & Painting A			C	C	C
Tenacity: Professional Skills & Character Development	A	A-	A	A	A
AP English Lang & Composition	C	B	B	B	B
US History & Geography: Gilded Age to Present	F	FA	F	F	F
African American History & Culture			FA	FA	F
Spanish I	B	B	B	B	B
Algebra II & Trigonometry	F	FA	FA	F	F
Anatomy & Physiology	D	D	D	D	D
Chemistry	C	F	FA	F	F
General Music	A	A-			A

Graduation Requirement Status		
Requirement	Complete	Needed
Community Service Hours	0	100
Credits	17.00	7.00
ELA Courses	3.00	1.00
Math Courses	2.00	2.00
Social Studies Courses	2.00	2.00
Science Courses	1.00	2.00
Graduation Status	Moderately off track	

Graduation Plan

Graduation Courses failed	Failure Reason	Plan to Recover Credit
Algebra II & Trigonometry	Attendance	Summer school original credit
Chemistry (lab science)	Academic	Fall 2018 credit recovery
US History	Academics	Spring 2018 credit recovery

Graduation date goal: June 2019

Plan to meet graduation date goal: Student A is committed to graduating with her class in June 2018.

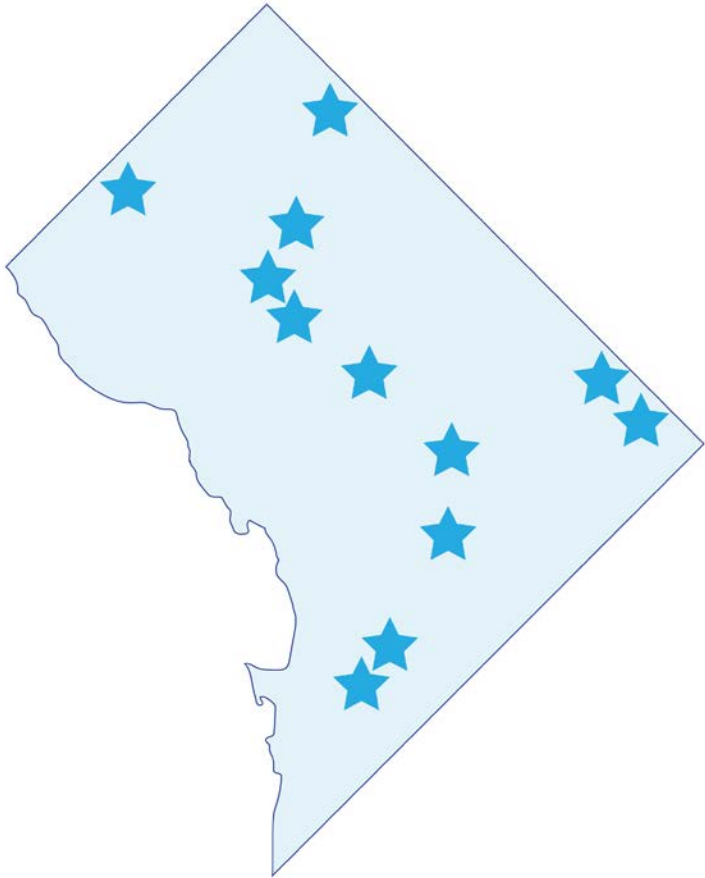
Coursework: Due to her attendance and academic performance this year, she will need to recover three credits to get back on track for her senior year. She will enroll in Algebra II original credit for summer school and take Chemistry and US History as credit recovery courses next year.

Community Service: Student A needs to start working on her community service hours right away so she can accrue 100 in the coming year. She'll begin this summer by volunteering 5 hours per week (on Saturdays) at the DC food bank and will make a plan to keep it up throughout next school year.

Supports: Student A will work with her pathways coordinator to address some of the underlying causes of her attendance challenges with a focus on better time-management in the morning to arrive at the beginning of first period. She will also access tutoring support if she's struggling with content in her courses.

Postsecondary goal: Student A plans to attend a 4-year university to study creative writing. She will participate in more college tours this summer.

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

School Year 2017-2018 Actions

- ✓ Implemented **system improvements** to support compliance with grading and attendance policies
- ✓ Provided ongoing **training, resources, and technical assistance** to key staff on graduation-related policies



Planning for School Year 2018-2019

- Create **parent-student and staff handbooks**
- Ensure school and central office staff complete **policy and systems training** on an annual basis; provide training to new and substitute staff upon onboarding
- Launch a **Graduation Monitoring Framework** to ensure adherence to requirements
- Continue **system updates** to support data quality and ensure compliance

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.