February 9, 2021

Council of the District of Columbia
The John A. Wilson Building
1350 Pennsylvania Ave., N.W.
Washington, D.C. 20004

Dear Chairman Mendelson and Councilmember Henderson:

Thank you for the opportunity to provide answers to The Committee of the Whole's questions in advance of the roundtable on *Learning Loss: Widening the Achievement Gap During the COVID-19 Pandemic*.

The responses can be found in the pages that follow. If you have any additional questions please don't hesitate to reach out to my office at (202) 727-3636.

Sincerely,

Paul Kihn
Deputy Mayor for Education

1. **How are District agencies and public schools defining "learning loss," and what metrics are being used to measure it?**

   The DME, agencies, and schools are focused on ensuring that our students can accelerate their learning both this year and next to reverse any academic slide caused by the health crisis, given the reality that tens of thousands of students have been engaged in a primarily virtual learning model for the last eleven months.

   Schools administer their own formative assessments to gauge whether students are on track academically within the school year and use it to modify their teaching and learning activities accordingly.

   The DME partnered with EmpowerK12, who conducted a recent Fall 2020 COVID Slide Study to analyze the pandemic's impact on student learning from spring until early Fall. We worked together to promote the study, discuss results and amplify the findings. The EmpowerK12 quantifies the academic slide in math and English experienced by students from DCPS and 12 public charter LEAs. For instance, 3rd-8th grade students from those LEAs designated as at-risk of academic failure were estimated to have a 5-month slide in math and 4 months in reading.

   At the state level, we rely on annual state assessments, Partnership for Assessment of Readiness for College and Careers (PARCC), and Multi-State Alternate Assessment (MSAA) to determine how much our students have learned compared to previous years. While the PARCC exam was not administered in SY19-20, we continue to use data from the last year administered (SY18-19) and the goals established in OSSE's State ESSER plan as core measures to analyze academic gains students may have made or lost since the public health emergency. The EmpowerK12 study utilized a predictive modeling tool available through the NWEA MAP assessment to predict likely PARCC proficiency on the Spring 2021 PARCC Assessment. Results from this predictive review indicate lower overall proficiency for 3rd-8th reading and math overall and drops in performance for most sub-populations.

2. **What is the cross-sector strategy for addressing learning loss? Include in your response best practices and strategies from other jurisdictions regarding learning loss.**

   Our immediate strategy is to get students who are willing to return safely back into school buildings and in front of their teachers. Virtual learning has worked for some students but not for all. Part of that effort is ensuring teachers participating in in-person learning have access to COVID-19 vaccinations; we are supporting the LEAs to ensure this happens.

   In parallel, we have also spent months preparing for the next phase of our work together – recovery from learning loss. Beginning in the Fall, the DME began extensive local and national research to understand the challenges facing students, educators, and families, as well as the most effective evidence-based models to accelerate learning. We met with dozens of stakeholders across the education sector to learn more about the local strategies driving strong gains and pressure testing some of the most promising ideas to assess viability at scale. Our research, conversations, and analysis helped us land on six core strategies to accelerate learning and provide

a strong response for DC students from 0 to post-secondary. The DME is committed to implementing solutions against the following strategies: stabilizing the early childhood sector, strengthening virtual learning, extending learning opportunities, implementing high-dosage tutoring, accelerating credit attainment, and supporting families as partners in learning.

We also understand and acknowledge that all learning acceleration must be undergirded by complementary supports for student safety, and social-and-emotional well-being.

As we move from research and analysis into the planning phase, we are wholly mindful that our approach to recovery must be acutely focused on eradicating the opportunity gaps that exist between White students and their non-White peers and on creating communities where all students are safe, welcome, and challenged. This requires a dramatic shift in our approach. We are working with practitioners to finalize our collective interventions; each will be centered on unique student need and designed to be scaled to meet the size of the challenge. Finally, our plans will reflect an increased commitment to tackling the challenges associated with the academic slide from a city-wide perspective. We will take all that we have learned about authentic cross-sector collaboration and apply it to our recovery work. To tackle the challenges ahead, we must set aside the notion of my students or your students and offer solutions to Washington's students. Cross-sector collaboration and partnership with philanthropy will continue to be an essential element for our recovery efforts.

3. **(a) How is the Office of the Deputy Mayor for Education (DME) coordinating learning loss data collection?**

    The DME is working closely with OSSE to administer the annual state assessments, including PARCC, the Multi-State Alternate Assessment (MSAA), and the DC Science Assessment. The DME and OSSE are closely monitoring the release of guidance regarding the requirement of these assessments from the US Department of Education.

    It is important to know how our children are progressing academically and using data on student achievement to make instructional and policy decisions- even during this pandemic. There are many kinds of assessments, and they have different purposes.

    Annually, the District administers a summative, statewide assessment to measure student learning in a uniform way across the state. The statewide assessment is of the highest quality and is administered under rigorous testing conditions to protect the assessment's integrity. The statewide assessment is most ideal way to obtain this valuable information, but the constraints posed by this pandemic makes that complicated on schools, educators, students, and families.

    Formative assessments are important tools as well. These assessments are locally selected and administered, and they measure skills and learning in order to tailor instruction to better serve students.

    OSSE currently has plans to administer the statewide assessment both in person and online. At the end of the SY19-20 school year, the US Department of Education gave states blanket relief from the requirement to administer the statewide assessment, yet no clear flexibility has been given to

states for the SY20-21. We continue to monitor actions with the USED and other states for any changes.

We want to provide information on student achievement that is of the best possible quality. Administering assessments remotely is new and comes with logistical challenges, and the quality of the data from any assessment depends in part on the test administration. Schools administer formative assessments, yet they differ from school to school. Further, formative assessments are not designed to provide the information we get from the statewide assessment, and they are not administered under rigorous testing conditions.

It is indeed a tough balance to strike. We are committed to collecting and sharing the best possible information on student outcomes in a way that balances all of the tough constraints that we face.

The DME will continue to work closely with EmpowerK12 on the administration of the COVID-19 Spring Slide Study. We are happy to help promote the study, assist with data sharing, discussion of findings, and how the education cluster and individual LEAs can use the data to drive targeted actions to accelerate learning.

(b) Are there consistent metrics across both sectors? If so, what are they? If not, why not?

The state assessments listed above provide consistent metrics. OSSE does not collect LEAs' formative (or within year) assessments.

(c) Provide learning loss data in the aggregate and also broken down by the following subgroups: (1) grade; (2) student's disability status; (3) English Language Learners (ELL); and (4) at-risk.

Individual LEAs make their own decision about the formative assessments they use to monitor student learning and how they analyze the data to make instructional improvements. DCPS collects data from a variety of tools, including the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a required assessment of early literacy skills in grades K-2, and quarterly ANET assessments for students in grades 3-8.

Notable findings from the DCPS K-2 DIBELS data are captured below:

- Overall 11% point drop in students meeting benchmarks on DIBELS in grades K-2 at the beginning of year (BOY) compared to last year at BOY; in Kindergarten there is an 11% point drop, in 1st grade a 12% point drop, and in 2nd grade a 7% point drop.
- Cohort to cohort comparisons from last year's mid-year point to BOY this year show a 20%-point drop in the % of 1st graders meeting benchmarks at BOY compared to their 19-20 performance as middle of year (MOY) K students.
- 15%-point drop in this year's 2nd-grade cohort meeting benchmarks at BOY compared to their performance as 1st-grade students at MOY in 19-20.
- Achievement gaps in early literacy (K-2) have grown during the pandemic:
    - The early literacy gap between Black and White students has grown from 28% to 35%.
    - The early literacy gap between Latino and White students has grown from 30% to 37%.
- Black and Latino students (K-2) have fallen behind at a higher rate than White students:

- Black students in K-2 meeting early literacy benchmarks have decreased by 14% compared to 6% for White students.
- The percent of Latino students in K-2 meeting early literacy benchmarks has decreased by 13% points compared to 6% points for White students.
- Additional results by special education status, English Learner status, and At-Risk designation include:
  - The percent of special education students in K-2 meeting early literacy benchmarks has decreased by four (4) percentage points at BOY (23.0% to 18.9%);
  - The percent of English Learners in K-2 meeting early literacy skills benchmarks has decreased 11 percentage points at BOY (40.6% to 29.3%);
  - The percent of At-Risk students in K-2 meeting early literacy skills benchmarks has decreased 14.2 percentage points at BOY (38% to 23.8%).

The EmpowerK12 Fall COVID Slide Study provides the best city-wide perspective on the academic slide students face as a result of the pandemic. EmpowerK12's analysis used students' computer-adaptive assessments in math and English Language Arts (ELA) in grades 3-8 (~7,800 student assessments for math and ~2,600 student assessments for ELA), as well as assessments from an early grade literacy tool (~8,300 students in grades K-2). Data was collected from students representing more than 130 schools from DCPS and public charters.

Key findings are included below:

- Early literacy proficiency (grades K-2) fell by 12 percentage points for all students, 16 percentage points for at-risk students, and fell by 19 percentage points for students attending schools in Wards 7 and 8.
- At-risk students in grades 3-8 lost 5 months in math and 4 months in reading.
- Non-at-risk students lost 4 months in math and did not lose ground in reading.
- Fewer students are estimated to be on track for proficiency in PARCC in spring 2021, particularly in math.
- The share of students on track for PARCC math proficiency in SY20-21 is five percentage points lower than last year. Decreases for Black students (21% vs. 15%), and Hispanic students (27% vs. 22%), drive this decline.

4. **Provide a breakdown of the federal and local dollars that have been used since March 2020 to improve virtual learning. Include in that breakdown the following: (1) the name of the entity that used the funding; (2) whether the funding was federal or local; (3) the dollar amount; (4) a description of how the funding was used**.

OSSE provides many supports to LEAs and schools to improve instruction and increase student outcomes. In response to the pandemic, OSSE shifted many of its services to respond to the move to virtual learning. For example, publishing guidance, providing technical assistance to implement guidance, and our work on continuous education principles and plans have been valuable in the District's efforts to provide students with a stronger virtual learning experience. These efforts were funded through existing appropriations and staffing but required staff to pivot existing work-streams to adequately respond to the moment we face.

As far as new funding to improve virtual learning and respond to the pandemic, the table below is a breakdown as requested.

Elementary & Secondary School Emergency Fund (ESSER I and II)	**ESSER I**
	
	- OSSE
	  - Total Award: $42,006,354
	  - Total Sub-Grant to LEAs based on Title-I-A Formula: Per federal requirements, 90 percent of ESSER I funds were sub-granted to Title I-A eligible LEAs: $37,805,712.23[1].
	    - LEAs decide how to spend this funding, but it must fit with under allowable uses.[2]
	  - State Education Agency Reservation: $4,200,641.77. OSSE is using these funds for contractual needs to support recovery learning in accordance with OSSE's principles for continuous education.
	- DCPS
	  - Total Award: $21,749,742
	  - Allocations: DCPS had to allocate $2,921,922 to provide equitable services to private schools, which is required under the law. DCPS is using the funds for Summer Bridge, technology, including student devices and internet connectivity, and instructional materials.
	
	ESSER II
	- OSSE
	  - Total Award: $172,013,174
	- DCPS
	  - DCPS has not yet received a grant award from OSSE for ESSER II. Notably, ESSER II does not require the provision of equitable services under the law.

CARES-Governor's Emergency Education Relief Fund (GEER)	- DC applied for and received $5,807,678 in CARES-GEER funding. DC will be utilizing CARES-GEER to support technology/digital divide, mental health, and school safety in DC schools.
	- DC's GEER funds are being used for the following partnerships within the District government to support schools, students, and families:
	  - Department of Behavioral Health (DBH) - $1.5M to expand the District's Comprehensive School-Based Behavioral Health System in public and public charter schools in DC.
	  - Office of Neighborhood Safety and Engagement (ONSE) - $1M to expand the ONSE Leadership Academy for school safety from Anacostia High School to two additional schools.

	○ Office of the Chief Technology Officer (OCTO) - $3.28M Provide internet access to eligible families. ● OSSE received $2,415,567 in GEER II funds in January 2020.
Additional Fund Information	**OSSE** OSSE has applied for and expects to receive $5,312,618 in Emergency Assistance to Nonpublic Schools (EANS) appropriated through the FY 21 Federal Omnibus from December 2020.

5. How is the DME looking to involve Out of School time providers in strategies to combat learning loss?

The Office of Out of School Time Grants and Youth Outcomes (OST Office) is a valuable sector support to accelerate learning and enhance the social-emotional learning of students. The OST Office released the Summer 2021 Summer Strong Competition that required applicants to incorporate at least one academic content that could be measured by the applicant to show increases in academic achievement. The academic content would be identified by the provider to complement the enrichment programming that is typically offered over the summer. The Summer 2021 grant competition awardees will be announced in March.

At this time, we have not decided on incorporating an academic component into the school year grant competition. OST providers are equally concerned with the learning loss. However, OST providers offer enrichment and other critically important activities that support the whole youth. During the school year, OST providers have fewer hours and must focus on delivering the highest quality of their own programs and curricula.

6. How has the DME, DCPS, or the charter sector conferred with other District agencies, such as the Department of Parks and Recreation and the Department of Employment Services, to utilize their services or programs as additional tools for mitigating learning loss?

Agencies within the Education Cluster have been all-star partners during the pandemic. They have pivoted to meet residents where they are and leverage their talents, facilities, teams, and intellect to solving city-wide challenges. This includes standing up meal sites for families, transforming recreation centers into testing and vaccination sites, detailing staff to assist with the city's Unemployment Call Center, participating as guest presenters on weekly LEA Leader calls, and finding innovative ways to come together to support students, families, and educators. They answered the call on March 13th and have continued to work creatively and collaboratively through the response phase and now into recovery planning.

In the summer of 2020, DPR and DCPL launched pilot Learning Hubs as spaces where DC students could engage in in-person activities and have access to technology. DOES has been intentional in connecting youth to learning opportunities through the Marion Barry Summer Youth Employment Program

(MBSYEP) and the Year-Round programs as well. DOES Office of Youth Programs (OYP) has partnered with Captivate, in a train the trainer model for participants. Older participants are trained to tutor by a vendor. Those participants then tutor school-aged youth, providing refreshers on curriculum from the current school year to bridge the gap between distance and in classroom learning and to help prepare youth for the next grade level. MBSYEP will continue to work with Marion Barry Youth Leadership Institute (MBYLI) and stakeholders to connect youth to internships and international studies. Additionally, year-round youth who are participating in the In-School Program are provided with additional support and resources to overcome learning loss.

As we move from response to recovery, our agency partners have played a critical role in the identification of potential city-wide strategies to accelerate learning and have offered thoughtful ideas to help multiply our impact across departments, agencies, and formats. Some of these potential initiatives that could begin as early as summer 2021, include:

- New Earn and Learn opportunities for students in the MBSYEP program.
- DC Public Library's Summer Challenge encouraging reading and learning as a family.
- Added curriculum for DPR summer camps, including high-dosage tutoring with the traditional core curriculum which includes creative and physical activities.
- Targeted summer and school-year support through DCPS and charter LEAs.

7. **How is the DME assessing both students' and teachers' mental health needs? Include the following in your response for both District of Columbia Public Schools (DCPS) and the public charter school sector: (1) the mental health supports currently provided during virtual learning; (2) the timeline and plan for increasing mental health services as public schools start to re-open; and (3) the mental health services available to both students and teachers outside of school hours.**

DC public and public charter schools have been and continue to provide behavioral health services virtually since the first weeks of the COVID-19 public health emergency. This includes prevention, early intervention, and treatment services, as well as student and family referrals for community-based services.

- **Prevention and Mental Health Promotion:** Supports and services include virtual classroom push-ins to deliver health and mental health education through guidance lessons. Programs implemented by school behavioral health providers focus on emotional regulation and social-emotional learning, suicide prevention, violence prevention, and substance use prevention. Some school and community providers have increased their social media presence and created videos and hosted live sessions to reach parents, children, and teachers.
- **Early Intervention and Treatment:** Supports and services include virtual wellness resource spaces, individual and group counseling, parent education and support, individual student case management, and crisis management. Providers also incorporate mindfulness, movement, and art activities into telemental health sessions.

At the start of the COVID-19 public health emergency, the DC School Behavioral Health Community of Practice (DC CoP) quickly stood up Telemental Health 101 training and have provided subsequent training and consultation sessions to ensure providers are competent in delivering high-quality and

ethically sound services virtually. Over 150 school behavioral health providers and administrators attended these sessions. In April 2020, OSSE disseminated DC Health guidance on telemental health practice to school mental health professionals and coordinators. This correspondence included resources to support ethical and continuous service delivery to include interstate telehealth provision. Licensed health professionals with DBH and OSSE began offering daily technical assistance office hours in fall 2020 for school behavioral health providers and CBO clinicians.

School Behavioral Health Providers will continue to deliver services via telemental health and return to in-person service delivery as health and safety considerations allow. LEAs and schools will communicate return to in-person work expectations to CBO and DBH providers.

To support continuous and expanded service delivery, DBH and OSSE continue to collaborate to provide guidance and actionable resources for the provider community.

- Provider Capacity: The DC CoP continues to train, consult, and support school behavioral health coordinators and CBO clinicians with planning and implementing mental health promotion, early intervention, referrals, and access to care.
- Prevention: OSSE and DBH will expand suicide prevention education and screening by providing training and a student-facing curriculum to schools during spring and fall 2021.
- DBH will continue the Parent Support Program, which includes the following components:
  - Wellness Wednesdays: an online parent support group for parents to learn about how to take care of themselves and how to foster resiliency for their children in these challenging times, share experiences and ask questions of school-based clinicians and early childhood specialists. Sessions are held each week via WebEx and are offered in English and Spanish language.
  - Individualized Consultation: Licensed clinicians provide brief counseling and consultation services (up to 3 sessions) at no cost to support mental well-being. Parents can receive support for behavioral management, to establish routines, and to cope with stress due to juggling multiple responsibilities including distance learning, social distancing, and grief and trauma related to the loss of a loved one.
  - Linkage to mental health services through the Access Helpline

For students in the charter school section, student mental health needs are currently being met through behavioral health services provided through the District's school behavioral health expansion. There are 73 charter school campuses being supported with these services across three Cohorts. DC PCSB has worked closely with the DC Department of Behavioral Health (DBH) and OSSE to match DBH clinical specialists or community-based organizations (CBOs) who provide the services with schools. During distance learning, CBO and DBH clinicians provide services through telemedicine appointments (telemental health) or participate in schools' virtual classrooms and learning hubs. In addition, there are nine charter schools that receive behavioral health services from DBH clinicians outside the health expansion program. In total, 82 charter campuses currently receive behavioral health services from the District.

Below is an example of how one CBO implements its virtual classroom:

The CBO created a Google virtual classroom platform that allows a clinician to link different read-alouds, video sessions, games, mindfulness activities, and therapeutic activities directly through the classroom. It is also a platform for counselors to introduce difficult topics, such as race and equity and the impacts of COVID. The virtual classroom hosts up to 9 different breakout rooms to allow for different stakeholders to engage with various mental health topics separately: students, parents, teachers, English Learners, etc.

For specific treatment services, CBOs also use web-based or audio-only telemental health to provide services.

As schools reopen for in-person learning, CBOs would return to school campuses to provide services in-person. That timeline will depend on each public charter school's re-opening plan.

Early on in the pandemic, families expressed the need for tools, resources, and consultation that support their own mental well-being as well as that of their family members. In response, DBH developed coping tools for parents and families. DC PCSB shares the [list of tools](#) with schools. This list also includes a mental health hotline where clinicians are available 24/7 to provide individualized consultation for families. They also host Wellness Wednesdays, a weekly parent support group led by DBH licensed social workers, psychologists, and counselors. Different topics are covered each week. These resources are available for students and teachers.

As part of the behavioral health expansion, the DC Community of Practice offers monthly meetings for school staff and CBO clinicians where they offer tools and strategies to support a variety of mental health topics, including positive school climate, handling grief, loss, and trauma, partnering with families, and telemental health in schools.

8. **(a) What steps has the DME, DCPS, and the public charter school sector taken to close the digital divide?**

At the start of the stay at home order, Local Education Authorities (LEAs) ordered additional learning devices and MiFis financed from their own budgets or from philanthropic support, in particular from the DC Education Equity Fund. For instance:

- The DC Equity Fund granted DCPS and the charter LEAs $1.04M to help support devices and internet connectivity in April 2020.
- In the spring, DCPS distributed up to 16,000 learning devices and, with OCTO's support, up to 10,000 T-Mobile hotspots to its students for use during the remainder of SY19-20 and into the summer.
- PCSB, with support from OCTO, coordinated a bulk order of 1,600 T-Mobile MiFi devices for interested public charter schools in April 2020.

In preparation for SY20-21, OSSE and the DC PCSB requested LEAs develop Continuous Education and School Recovery Plans. Student access to technology was included in these plans. DC PCSB required that all public charter LEAs engaged in distance learning had to ensure their students had access to learning devices.

Schools reported continuing to distribute laptops and MiFis to ensure students could continue to learn from home. For instance:

- DCPS purchased approximately 45,000 learning devices (laptops and tablets) and 10,700 hotspots. Out of the 45,000 devices, approximately 25,000 were LTE-enabled devices (built-in cellular connectivity). DCPS asked all families to complete a Technology Needs Survey to let us know about their technology needs.
- To date, DCPS has distributed over 32,000 devices (laptops and tablets) and 10,000 hotspots.
- Additionally, DCPS and OCTO stood up a multilingual Family & Student Tech Call Center prior to SY20-21 commencement to support students with technology issues directly.

In order to further support internet access, the DME on behalf of Mayor Bowser allocated $3.3M from the US Department of Education's Governor's Emergency Education Relief Fund (GEER) to OCTO (through an MOU with OSSE) to help ensure students have the internet at home for virtual learning. Using the GEER funding, OCTO developed a new initiative called Internet for All where the DC Government pays for a year of residential internet service for eligible households with public school students grades PK-12 and now adult public school students provided by Comcast and RCN's low-income internet programs. Eligible public school students are those who are receiving TANF or SNAP.

OCTO continues to reach out to eligible families via email, phone, and text message to directly connect households with students enrolled in DCPS and public charter schools to the internet providers.

(b) How many DCPS students have access to adequate Wi-Fi? How many charter students?

In August 2020, before the start of school, DME surveyed LEAs to assess their expected needs for learning devices (defined as Chromebooks, laptops, desktops, and tablets) and internet access for students in the upcoming school year. As reported in the DME's Edsight, the majority of public charter LEAs were distributing mobile WiFi hotspots (as many as 4,400) and were prepared to pay for home internet packages. At the time, only 440 charter students may still have needed access to the internet and philanthropies were reaching out to further support these students.

As shared above, DCPS has purchased to date 25,000 LTE-enabled devices and an additional 10,000 hotspots. Any student with a wireless barrier is eligible to receive one of those devices. DCPS has worked with schools to ensure that these barriers are addressed.

(c) What is the student to laptop ratio, in the aggregate, for both DCPS and the charter sector?

As reported in the DME's Edsight, 53 public charter LEAs were prepared to distribute approximately 22,850 learning devices at the start of school and had as many as 6,400 in reserve to be used later. This left a very small gap of approximately 100 charter students still in need at the time.

To date, DCPS has distributed over 32,000 devices (laptops and tablets) and 10,000 hotspots. If there is any additional need identified, DCPS has devices available for distribution.

9. **In the aggregate and broken down by school for both DCPS and public charter schools, provide the following information: (1) percentage of students in each grade failing one or more classes; (2) percentage of students in each grade failing two or more classes; and (3) percentage of students in each grade failing four or more classes.**

The DC PCSB does not collect student course grades. This information is collected by individual LEAs. Therefore, we are unable to provide a roll-up of course failure rates for the charter sector as a whole.

In response to the pandemic and to adapt DCPS' secondary schools to virtual learning, DCPS has modified schedules so high school students only take 4 courses at a time. Students are still scheduled to earn all necessary credits over the year but taking just 4 courses per semester allows them to stay focused during this unprecedented time. Note, middle school students take 7 to 8 courses, similar to prior years.

After a review of term 1 data, DCPS saw an increase in course failures in SY20-21 compared to SY19-20 across a number of indicators; however, the impact of failures varies between middle and high school. Approximately 49% of middle school students are failing at least one course, compared to 33% in 2019. For high school, as of term 1 this year, approximately 39% of high school students were failing at least one course, which is 2 percentage points higher than 2019 (37%). Please see the grade and school-specific table below.

DCPS is engaging in the following strategies to address the higher rate of course failures:

- Sharing virtual engagement best practices with students and families.
- Providing school leaders with dynamic grade book monitoring tools and specific strategies to empower teachers and staff to support students based on where they are struggling.
- Introduced a "Waiting for Submission (WS)" code for teachers to differentiate between students submitting failing work and not submitting work at all.
- Working with high schools to monitor term 2 progress data.
- Encouraging multiple opportunities for students to build understanding, revise work, and receive credit for proficiency demonstrated.
- Per the SY20-21 Secondary Grading Policy, students who earn a failing grade in a course during this school year will receive an "I" on their transcript. These students have until the end of summer school to complete and submit additional course work to earn a passing ("P") grade in the course. This allows students to continue to work on courses where they may have seen learning loss due to virtual learning. Students can begin to recover those grades in semester 2 through credit recovery, reenrolling in the course, or completing an Independent Study.
- Working on developing a unit recovery model to help students immediately address specific missed learning while the course is ongoing.

Course failures by grade				
Grade	Number of Students	Percent failing 1+ courses	Percent failing 2+ courses	Percent failing 4+ courses
6	2820	48%	30%	11%
7	2921	53%	38%	20%

8	2938	48%	35%	19%
9	3597	49%	33%	13%
10	2914	39%	25%	8%
11	2101	34%	19%	6%
12	1990	24%	12%	2%
OTH*	348	43%	15%	4%
All	19629	43%	29%	12%

*OTH includes SPED certificate students, EV (adult) students, Exchange students, and students without an assigned grade

Course failures by School*

School	Number of Students	Percent failing 1+ courses	Percent failing 2+ courses	Percent failing 4+ courses
Anacostia HS	311	59%	42%	11%
Ballou HS	670	54%	30%	7%
Bard High School Early College DC	245	33%	21%	6%
Benjamin Banneker HS	550	19%	11%	6%
Brightwood EC	84	39%	30%	N<10
Brookland MS	347	76%	64%	38%
Browne EC	109	56%	45%	21%
Cap Hill Montessori @ Logan	74	42%	23%	N<10
Cardozo EC	622	63%	50%	25%
Columbia Heights EC (CHEC)	1470	36%	19%	7%
Coolidge HS	566	54%	34%	9%
Deal MS	1462	13%	5%	1%
Dunbar HS	686	45%	24%	6%
Eastern HS	734	64%	52%	30%
Eliot-Hine MS	270	52%	40%	23%
Ellington School of the Arts	588	29%	18%	8%
Excel Academy	144	60%	38%	19%
Hardy MS	496	37%	18%	5%
Hart MS	476	68%	49%	28%
Ida B. Wells MS	370	64%	48%	20%
Jefferson MS Academy	378	26%	19%	10%
Johnson, John Hayden MS	359	73%	50%	21%
Kelly Miller MS	503	68%	50%	20%
Kramer MS	241	68%	50%	27%
LaSalle-Backus EC	40	40%	33%	N<10
Leckie EC	104	83%	49%	19%
MacFarland MS	653	65%	48%	23%
McKinley MS	283	73%	59%	43%
McKinley Technology HS	692	25%	15%	4%
Oyster-Adams Bilingual	208	22%	10%	2%
Phelps ACE HS	276	45%	28%	7%

River Terrace	117	40%	28%	12%
Ron Brown High School	212	25%	10%	0%
Roosevelt High School	738	49%	36%	10%
School Without Walls HS	582	10%	5%	0%
Sousa MS	282	71%	47%	23%
Stuart-Hobson MS	514	40%	24%	11%
SWW @ Francis Stevens	272	49%	31%	17%
Takoma EC	52	65%	50%	33%
Walker-Jones EC	111	64%	44%	14%
Wheatley EC	84	68%	45%	12%
Whittier EC	39	72%	59%	N<10
Wilson HS	1966	23%	13%	4%
Woodson, H.D. HS	439	54%	33%	7%
Total	**19629**	**43%**	**29%**	**12%**
*Note, Opportunity Academies excluded due to small n-sizes.				

10. **Please provide information on the standardized assessments that elementary and secondary LEAs have undertaken since March 2020 to assess where their students are in math and reading. Include information, if available, on the change in results over time and whether students have progressed or regressed since the last test.**

The state assessments, PARCC, MSAA, and DC Science were not administered for SY19-20 due to the health crisis. As mentioned, the EmpowerK12 study provides insights into the impact of the health crisis as of fall 2020 for students in grades 3-8 and grades K-2 from 11 public charter LEAs and DCPS.