



FY 2015 Performance Accountability Report Office of the State Superintendent of Education

INTRODUCTION

The Performance Accountability Report (PAR) measures each agency's performance for the fiscal year against the agency's performance plan and includes major accomplishments, updates on initiatives' progress and key performance indicators (KPIs).

MISSION

The mission of the Office of the State Superintendent of Education (OSSE) is to remove barriers and create pathways so District residents receive an excellent education and are prepared for success in college, careers, and life.

State Education Plan (Elementary and Secondary Education Act Waiver)

In 2012, the U.S. Department of Education granted OSSE permission to waive specific requirements of the *No Child Left Behind Act (NCLB)* in exchange for adopting rigorous statewide reforms. These reform principles include 1) implementing college-and career-ready standards; 2) developing a system of differentiated support, recognition and accountability; 3) supporting effective teaching and leadership; and 4) reducing administrative burdens. OSSE understands that these reforms are critical to achieving the following statewide goals.

- At least 75% of young children will be ready at the start of kindergarten.
- At least 75% of our students will be proficient in reading and math.
- At least 75% of all students will graduate ready for college and careers in four years.
- At least 50% of our young people will complete a post-secondary credential within six years of high school completion.
- Decrease by 20% the number of low income youth ages 16 to 24 who are not in school nor employed.
- At least 66% of young people ages 20 to 24 are employed full-time.

OSSE is organizing itself around these reform principles, and the FY15 Performance Plan objectives support the achievement of our goals.

SUMMARY OF SERVICES

The Office of the State Superintendent of Education (OSSE) serves as the District of Columbia's State Education Agency (SEA), thereby granting OSSE oversight responsibility over all federal education programs and related grants administered in the District of Columbia. OSSE has responsibility for setting state-level standards and annually assessing student proficiency; ensuring universal access to childcare and pre-k programs; providing funding and supports to adult education providers and Local Education Agencies (LEAs) in achieving objectives; ensuring the state tracks and makes available



accurate and reliable data; and assessing meaningful interventions to ensure quality improvements and compliance with state and federal law.

OSSE also leads *Special Education Transportation* (Agency Code GO0) and *Non-public Tuition* (Agency Code GN0), and administers the *District of Columbia Public Charter Schools* payments (Agency Code GC0).

OVERVIEW – AGENCY PERFORMANCE

The following section provides a summary of OSSE performance in FY 2015 by listing OSSE's top three accomplishments, and a summary of its progress achieving its initiatives and progress on key performance indicators.

TOP THREE ACCOMPLISHMENTS

The top three accomplishments of OSSE in FY 2015 are as follows:

- ✓ In fiscal year 2015, OSSE returned 0.03% (~\$50K) of federal funding as compared to \$7 million that lapsed in fiscal year 2012.
- ✓ OSSE successfully administered multiple next generation assessments:
 - PARCC in English and math: 92 percent of students tested online
 - Nation's first science assessment aligned to Next Generation Science Standards
 - More rigorous alternate assessment in English and math
- ✓ DC is one of four states that provide charter schools with substantial access to facilities funding.¹ Through OSSE:
 - 33 public charter schools received \$48.5 million in direct loans
 - OSSE credit enhancements have leveraged over \$320 million in commercial loans to public charter schools

SUMMARY OF PROGRESS TOWARD COMPLETING FY 2015 INITIATIVES AND PROGRESS ON KEY PERFORMANCE INDICATORS

Table 1 (see below) shows the overall progress the OSSE made on completing its initiatives, and how overall progress is being made on achieving the agency's objectives, as measured by their key performance indicators.

¹ Source: Bellwether Education Partners, *The State of the Charter School Movement*.



Table 1: Total Agency Measures and Initiatives, By Category

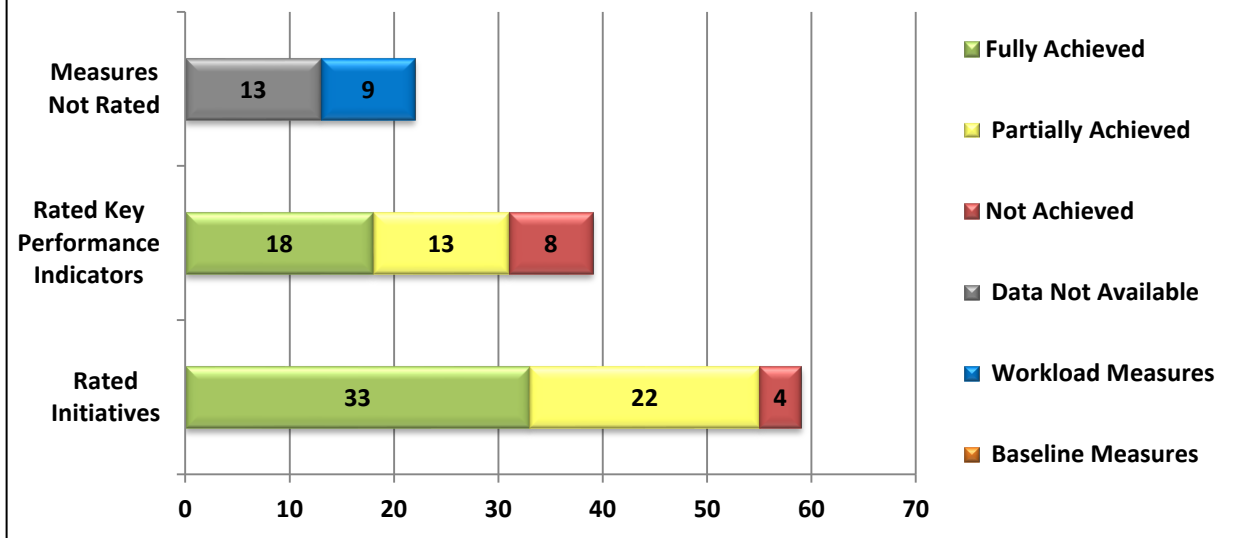


Chart 1: Total Rated Agency Key Performance Measures, by Achievement Level

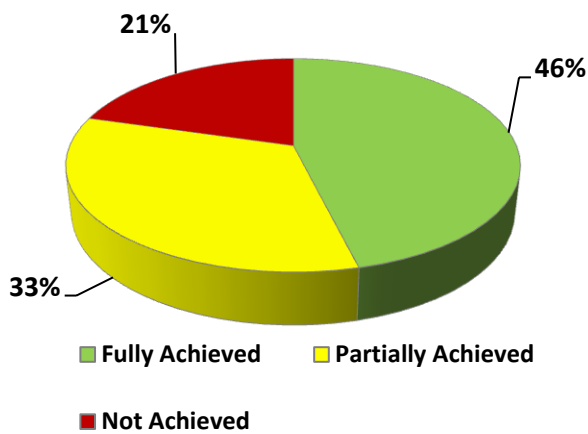
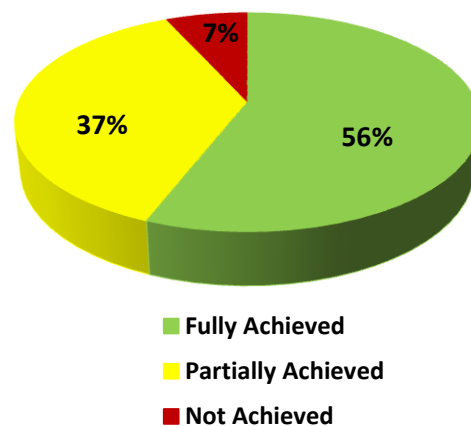


Chart 2: Total Agency Initiatives, by Achievement Level



Default KPI Rating:

$\geq 100\%$	Fully Achieved
75 - 99.99%	Partially Achieved
$< 75\%$	Not Achieved

In FY 2015, OSSE cumulatively has partially and fully achieved 93% of its initiatives and cumulatively has partially and fully achieved 79% of its rated key performance measures. **Table 1** provides a breakdown of the total number of performance metrics OSSE uses, including key performance indicators and workload



measures, initiatives, and whether or not some of those items were achieved, partially achieved or not achieved. **Chart 1** displays the overall progress is being made on achieving OSSE objectives, as measured by their rated key performance indicators. Please note that chart 2 contains only rated performance measures. Rated performance measures do not include measures where data is not available, workload measures or baseline measures. **Chart 2** displays the overall progress OSSE made on completing its initiatives, by level of achievement.

The next sections provide greater detail on the specific metrics and initiatives for OSSE in FY 2015.

PERFORMANCE INITIATIVES – ASSESSMENT DETAILS

OFFICE OF THE DIRECTOR

OBJECTIVE 1: Disseminate transparent, responsive, and high-quality data to empower all stakeholders to improve educational outcomes for children and families.

INITIATIVE 1.1: Develop a transition plan for Common Core aligned assessment.

OSSE will develop a multi-year plan for transitioning to a new CCSS-aligned assessment with measurable goals, action steps, and timelines. A summary will be shared with LEAs and other stakeholders as a means to communicate intentions and means of supporting local implementation. **Completion Date: May 30, 2015.**

Performance Assessment Key

- **Fully Achieved.** OSSE developed a project plan for test administration, creating awareness of content shifts, preparing for technology driven administration, and adjustment in accommodation procedures. This plan was rolled out to LEAs, and was implemented in support of PARCC administration during the 2014-15 school year.

INITIATIVE 1.2: Add performance metrics for schools to enhance and improve state report cards LEARN DC. Improve the quality and transparency of the state report cards and ensure parents and the public have improved access to information to aid in decision-making and understanding of schools. **Completion Date: May 30, 2015.**

Performance Assessment Key

- **Fully Achieved.** OSSE performed enhancements to the LearnDC website and added additional metrics around teacher credentials, special education student outcomes. Additionally, the equity reports section of LearnDC highlighting equity gaps in school performance was released in spring 2015.

OBJECTIVE 2: Continue to improve service delivery, ensuring the highest level of quality is displayed in all agency efforts and across the District’s public education landscape while providing quality data on D.C. education to the public and other stakeholders. Develop high-quality data and information systems to inform education decisions at all levels.



INITIATIVE 2.1: Implement an Early Warning System and develop the link to new “at-risk” indicator in weighted Uniform Per Student Funding Formula (UPSFF).

In FY14, OSSE completed development of an Early Warning System, which helps schools identify students at risk for failing to meet key outcomes associated with academic success by isolating factors predictive of dropouts. The system will be used to inform the new “at-risk” weight in the uniform per student funding formula to ensure a more accurate projection of the at-risk population for fall 2015 enrollment.

Completion Date: January 30, 2015.

Performance Assessment Key

- **Partially achieved.** OSSE performed research and support a research partnership on additional early warning indicators. One particular area of focus was student mobility as highlighted in [a report released](#) in early summer 2015. Additional released research in November 2014 highlighted the risk factors of youth who disengaged from school. Through a stakeholder working group, direct connections to Department of Human Services data sources such as TANF and SNAP have been established to improve the process of identification of individual at-risk students. However, these additional risk factors are not connected to the at-risk funding formula. OSSE is working with DME and other partners toward integration of at-risk information into the funding formula for FY 2017.

OBJECTIVE 3: Support and align agency personnel and resources to promote and achieve the agency’s mission.

INITIATIVE 3.1: Implement an outcomes-based learning management system. Develop and implement a plan to ensure each employee has a tailored professional development plan aligned with the core competencies, required job knowledge, agency mission, career trajectory and individual performance goals.

Completion Date: September 30, 2015.

Performance Assessment Key:

- **Not Achieved.** With the roll out of its strategic plan and onboarding of a director of talent, OSSE plans to further work on this initiative in FY 2016.

INITIATIVE 3.2: Provide OSSE employees with Equal Employment Opportunity (EEO) and diversity training. OSSE will partner with the Office of Human Rights & the Office of Human Resources to provide trainings, workshops and implement awareness campaigns of compliance with local and federal antidiscrimination laws to all agency employees. Trainings will include in-depth training for EEO Counselors and Management Liaison Specialists (HR) handling employee relations matters.

Completion Date: January 30, 2015.

Performance Assessment Key:



- **Not Achieved.** OSSE's EEO counselors were trained in FY 2015; however, all HR management liaison specialists have not yet completed training. This is an area OSSE plans to continue to make progress in during FY 2016.

OBJECTIVE 4: Provide targeted professional development and technical assistance to increase educator effectiveness with students and families.

INITIATIVE 4.1: Launch a comprehensive training program to support data use in schools. In FY15, OSSE will work with LEAs to ensure all data produced by OSSE is clearly communicated and train school and LEA staff on the use of this data for data-based decision-making. **Completion Date: February 15, 2015.**

Performance Assessment Key

- **Partially achieved.** OSSE established a new set of training standards for data collections and for use of special education data systems including reports. This is an initial implementation of a training program to support data use but additional training will be developed over time.

INITIATIVE 4.2: Streamline a new process for developing policies and regulations.

In FY 2015, the OSSE policy committee will institute a new process with the goal of ensuring timely and compliant policies to advance education in the District of Columbia. **Completion Date: September 30, 2015.**

Performance Assessment Key

- **Partially achieved.** In FY 2015, OSSE developed a streamlined approach to developing new policies and regulations. With this revised approach, policy staff work directly with program offices to determine priorities, draft regulations and policies, and elicit the input of other affected program offices. As a result, policies and regulations move forward more quickly and receive feedback from internal stakeholders in a streamlined manner. In fall 2015, OSSE added additional staff capacity to support strategic policy-making. OSSE expects to continue to refine processes for policies and regulations to ensure that policies and regulations are compliant, support agency priorities, and move forward in a timely manner.

OBJECTIVE 5: Ensure all low-performing schools receive interventions and supports leading to increased college- and career-readiness in students.

INITIATIVE 5.1: Produce a state teacher equity plan: Write a state plan to ensure that poor and minority students get access to as many great teachers as their more advantaged peers. The plan would comply with the recent "50 states strategy" for teacher equity that was presented by the Department of Education. **Completion date: April 15, 2015.**

Performance Assessment Key

- **Fully achieved.** With significant stakeholder input, OSSE developed the State plan to ensure equitable access to excellent educators, entitled, "An Excellent Teacher for Every Child", and timely submitted the plan for review by the US Department of Education on June 1, 2015.



USDE approved the plan in October 2015. The plan can be found on the Department's website at: <http://www.ed.gov/news/press-releases/us-department-education-approves-district-columbia-and-17-additional-states-plans-provide-equal-access-excellent-educators>.

OBJECTIVE 6: Ensure a transparent and responsive communications system to improve public outreach, inform the public and internal stakeholders about OSSE services, and provide access to critical data.

INITIATIVE 6.1: Launch comprehensive media strategy. OSSE will employ a targeted and comprehensive communications strategy using targeted media relations and an expanded social media presence to convey critical OSSE news, activities, educational initiatives and significant reports to the public with the goal of meeting the needs of diverse audiences. **Completion Date: September 30, 2015.**

Performance Assessment Key

- **Partially achieved.** Social media implementation and a revised weekly newsletter for local education agencies were in place by September 30, 2015. OSSE's followers for Twitter and Facebook increased by 42 and 50 percent, respectively in FY 2015. In FY 2016, we will focus on continuing to strengthen media relations and additional communications channels.

INITIATIVE 6.2: Develop a signature recognition program for LEAs and students. The program will recognize and honor schools and students for excellence and achievement. **Completion Date: April 1, 2015.**

Performance Assessment Key

- **Partially achieved.** In FY 2015, OSSE updated its recognition program for LEAs and students. DC's Waiver to the Elementary and Secondary Education Act (ESEA) outlines an accountability system that recognizes schools that have high levels of achievement, either in student growth or overall student achievement. These schools are called Reward schools. According to our Waiver, Reward schools are will receive the "Gold Ribbon School of Excellence" award, which includes the following types of recognition:

- Public recognition by the State Board of Education, Deputy Mayor for Education, and/or the Mayor;
- Mayoral proclamation recognizing the school's strong performance; and/or
- Public recognition at a celebration of best practice or participation in a panel/workshop related to educational best practices and/or school improvement strategies.

OSSE plans to identify schools based on the gold ribbon criteria in FY 2016.

OBJECTIVE 7: Oversee the implementation of agency-wide priorities.



INITIATIVE 7.1: Conduct agency sustainability assessment using OCA approved criteria developed by DDOE and OP in accordance with Mayor’s Order 2013-209 (Sustainable DC Governance Goal 1, Action 1.2; Built Environment Goal 3)

Within one hundred twenty (120) days after the City Administrator approves sustainability assessment criteria developed jointly by the District Department of the Environment and the Office of Planning, each agency head subject to the authority of the mayor shall use the criteria to evaluate the sustainability of their respective operations in accordance with the requirements of Mayor’s Order 2013-209, the Sustainable DC Transformation Order, and submit to his or her responsible Deputy Mayor and the Office of the City Administrator the results of the agency’s internal assessment.

Completion Date: April 15, 2015

- **Performance Assessment Key: Fully Achieved.** State Superintendent Kang and members of the OSSE staff completed this survey in summer 2015.

KEY PERFORMANCE INDICATORS-OFFICE OF THE DIRECTOR

	KPI	Measure	FY 2014 YE Actual	FY 2015 YE Target	FY 2015 YE Revised Target	FY 2015 YE Actual	FY 2015 YE Rating	Budget Program
	6.1	Percent of LEA weekly newsletters that readers open	N/A	38%		Not available ²	N/A	Office of the Director
	6.2	Percent of LEAs who submit a nomination for the OSSE Teacher Recognition Program	N/A	50%		36% ³	71%	Office of the Director
	3.1	Percent employees on	N/A	85%		97%	114%	Office of the Director

² Not available; the methodology used to calculate this metric was not consistent from quarter to quarter so a representative figure is not available. In FY 2016, OSSE’s communication team is working to identify a subscription service with the capacity to collect a longitudinal representation of our weekly analytics (bounce rate, open rate, clicks).

³ 21 of DC’s LEAs submitted nominations to the OSSE Teacher Recognition Program. While we are confident that this figure will continue to increase, we are also pleased that this represented a third of the LEAs in the district.



		track to complete annual professional development plan						
●	4.1	Percent timely compliance of legislatively mandated guidelines, policies, and regulations.	N/A	N/A		73%	N/A ⁴	Office of the Director
●	4.2	Current guidance, policies, regulations, and laws listed on OSSE's website	N/A	75%		100%	133%	Office of the Director
●	6.3	Percent of LEAs visited	90%	85%		33%	39% ⁵	Office of the Director
●	7.1	Percent of helpdesk calls answered within the Service Level Agreement (SLA)	95%	95%		99%	104%	Office of the Director
●	7.2	Percent uptime of OSSE servers against SLA	100%	100%		99.89%	99.89% ⁶	Office of the Director

⁴ No target was established for this measure prior to the beginning of FY 2015 so directionality was considered neutral and no FY 2015 rating was rendered.

⁵ The superintendent is visiting all LEAs in during FY 2016. Based on visits completed and scheduled to date, as of February 2015, approximately 40 percent of visits will be complete.

⁶ While this nearly rounds to 100 percent, the KPI tracker is computing this as partially meeting target given percentage is under 100.



●	3.2	Percent of positions filled and or reclassified within 60 days	97%	90%		61%	67.34% ⁷	Office of the Director
●	3.3	OSSE's employee retention rate	92%	89%		95%	110%	Office of the Director
●	7.3	Percent of user requests via the services portal solved and closed within 5 days of receipt	79%	95%		97.46%	108.28%	Office of the Director

OFFICE OF THE CHIEF OPERATING OFFICER

OBJECTIVE 1: Provide high-quality internal and external customer service.

INITIATIVE 1.1: Improve the Freedom of Information Act (FOIA) process.

In FY15, OSSE will streamline the FOIA system, develop external constituent expectations, and increase internal FOIA communication. OSSE will be enhancing the internal FOIA process to increase transparency, communication, and timeliness. OSSE will also implement an electronic tracking system to provide alerts to program leads to ensure we provide information to our constituents in accordance with FOIA requirements and regulations. **Completion Date: December 30, 2014.**

Performance Assessment Key

- **Fully achieved.** The Office of Chief Operating Officer, the Office of the Director, the Office of General Counsel, and the Office of the Chief Information Officer have worked jointly to develop a system for processing of Freedom of Information Act requests that increases transparency, communication, and timeliness while also safeguarding student privacy. This system encompasses robust coordination between the FOIA officer and points of contact within each OSSE division to identify and gather responsive documents in a timely manner. Each FOIA request is subject to a four-tiered review that includes review by the FOIA officer, the general counsel, the chief information officer, and the superintendent. OSSE has adapted the FOIAXPress tool, which allows for centralized submission and tracking of all FOIA requests.

INITIATIVE 1.2: Enhance and expand functionality of the agency enterprise grants management system.

⁷ With the support of its new director of talent, OSSE is currently in the process of refining its standard operating procedures for recruitment and expects this KPI to improve in FY 2016.



In FY14, OSSE implemented phase one of an electronic enterprise grants management systems for public use. In FY15, OSSE will implement Phase two of the enterprise grants management system, which will include activities such as enhanced upload capabilities to reduce burdens on end-users, lapsing funds strategy coding into the system hierarchy, and a monitoring and compliance repository. Every phase of the grants management lifecycle will be electronically managed, monitored, and accessed through the web portal. **Completion Date: September 30, 2015.**

Performance Assessment Key

- **Fully achieved.** In FY 2015, OSSE successfully executed phase two of the Enterprise Grants Management System (EGMS). This phase included enhanced upload capabilities which enabled end users to save time on the application process. Additionally, features such as a reimbursement request summary page and an “amount remaining” column were added, which provided a more comprehensive picture of fiscal information, aiding both internal and external users with management of grant funds. Furthermore, a first-in-first-out system was built into the payment structure, reducing the occurrence of lapsed funds. Lastly, the monitoring component for most applications was employed. This feature allows compliance documents to be housed and accessed readily.

OBJECTIVE 2: Provide effective and efficient operational support to promote organizational effectiveness and achieve programmatic goals.

INITIATIVE 2.1 – Develop necessary trainings for the procurement team as part of OSSE’s procurement reform.

In FY 15, OSSE will hire and build capacity of the newly formed procurement and contracting team to support the agency’s core mission of education related services. OSSE will offer three trainings in contracts, writing effective statements of work, and effective procurement planning to build the internal capacity of the agency’s fiscal and procurement staff. OSSE will partner with the DC Office of Contracts and Procurement and create its own training to support this initiative.

Completion Date: September 30, 2015.

Performance Assessment Key

- **Data not reported.** The Delegated Procurement Authority (DPA) issued by the City Administrator and the Chief Procurement Officer (OCP) authorized the decision to transfer the agency procurement staff under the direction of the Chief Procurement Officer (OCP) in December 2014. Therefore, this initiative was not performed nor tracked by the Office of the State Superintendent of Education (OSSE) in FY 2015.

OBJECTIVE 3: Provide a fair and equitable alternative dispute resolution process for OSSE programs.

INITIATIVE 3.1: Create new rules and guidance for residency verification across DC and ensure that all families have access to due process resolutions.




In FY15, OSSE will introduce new residency verification rules that seek to improve the residency verification process and outcomes. Improvements will include removing investigation burdens from LEAs and instead centralize and conduct them at the state level; expanding the Office of Dispute Resolution (ODR) to include hearings on residency disputes; and rolling out new resources to aid LEAs and schools with residency verification. These improvements will ensure that any non-DC residents attending DC public schools are paying tuition and families have timely due process for resolving questions related to residency fraud. **Completion Date: December 30, 2014.**

Performance Assessment Key

- **Partially achieved.** OSSE is updating residency regulations that seek to improve the residency verification process and outcomes. The new regulations are a high regulatory priority for OSSE and will be proposed for promulgation in FY 2016. To remove investigation burdens from LEAs, OSSE’s residency office has contracted with investigators who assist the office in fact-finding regarding claims of non-residency. In order to improve the consistency of administrative decisions involving residency disputes across the District, OSSE entered into a Memorandum of Understanding with the District of Columbia Office of Administrative Hearings (OAH) to hear contested residency cases. This improves the consistency of administrative decisions involving residency disputes because DCPS also utilizes OAH for these matters.

KEY PERFORMANCE INDICATORS-OFFICE OF CHIEF OPERATING OFFICER

	KPI	Measure	FY 2014 YE Actual	FY 2015 YE Target	FY 2015 YE Revised Target	FY 2015 YE Actual	FY 2015 YE Rating	Budget Program
●	2.1	Percent of procurements less than \$25,000 completed within 10 days	NA	95%		N/A ⁸	N/A	Office of the Chief Operating Officer
●	3.1	Percent of timely Individuals with Disabilities Education Act (IDEA) due process hearings	NA	85%		100%	118%	Office of the Chief Operating Officer

⁸ The Delegated Procurement Authority (DPA) issued by the City Administrator and the Chief Procurement Officer (OCP) authorized the decision to transfer the agency procurement staff under the direction of the Chief Procurement Officer (OCP) in December 2014. Therefore, this initiative was not performed nor tracked by the Office of the State Superintendent of Education (OSSE) in FY 2015.



○	3.2	Percent of complaints referred to mediation	NA	25%		7%	N/A ⁹	Office of the Chief Operating Officer
○	3.3	Percent of complaints referred to Facilitated Resolution Meetings	NA	35%		35%	N/A ¹⁰	Office of the Chief Operating Officer
●	1.1	Percent of grant funds reimbursed within 30 days of receipt of invoice	NA	85%		93%	109%	Office of the Chief Operating Officer
○	1.2	Number of A133 audit findings	NA	5		0 ¹¹	N/A	Office of the Chief Operating Officer

OFFICE OF THE CHIEF INFORMATION OFFICER

OBJECTIVE 1: Develop high quality data and information systems to inform education decisions at all levels.

INITIATIVE 1.1 Develop OSSE Executive Dashboards

In FY15, OSSE will develop a series of programs and OSSE related metrics to be used in an executive dashboard application. The intent is to leverage the very rich data stored in OSSE applications to display identified metrics in near real-time so that changing trends can be researched and acted upon as needed. **Completion Date: December 30, 2015.**

Performance Assessment Key

- **Fully achieved.** The Office of the Chief Information Officer is successfully implementing a cross sector reporting platform that is providing educators, state users and researcher's data like never before. This tool set is providing student level data in a secure and auditable manner giving for the first time a look into attendance, assessment, demographic, and enrollment data in near real time. The agency is working closely with the LEA community to determine additional needs and wants.

INITIATIVE 1.2: Modernize the Wellness and Nutrition Services System.

⁹ KPI tracker is not generating a rating given the measure is neutral.

¹⁰ Ibid.

¹¹ Findings are determined one year after fiscal year.



In FY15, OSSE will develop a new Wellness and Nutrition Services System. The focus on implementing a system will achieve the following high-level objectives: modernize the technology; establish security and role-based user access; allow for integration with other OSSE and DCGOV systems; establish a web-based interface for applications and claims; modernize reporting and internal user interfaces. **Completion Date: March 28, 2015.**

Performance Assessment Key

- **Partially achieved.** The Office of the Chief Information Officer in partnership with the Division of Wellness and Nutrition is actively modernizing the WNS data system. Phase One which is releasing 2nd Quarter of FY16 will include an online application and processing module, secure role based logon, online reporting of meals served and integration with the payment processing engine. The project delivery date was modified to reflect a more realistic timeline after an unsuccessful search for a vendor left us developing the application in house.

OBJECTIVE 2: Provide effective and efficient operational support to promote organizational effectiveness and achieve programmatic goals.

INITIATIVE 2.1: Centralize information technology support and infrastructure.

In FY 2015, OSSE will centralize all IT initiatives and staff within the Office of the Chief Information Officer (CIO). The intent is to leverage all technical assets across the agency to provide a unified and uniform approach to technical deliverables. As part of this effort, OSSE will formalize an enterprise architecture framework and standardize the purchase of common technologies using the standards adopted by the CIO for hardware, software, and equipment. **Completion Date: September 30, 2015.**

Performance Assessment Key

- **Fully achieved.** The Office of the Chief Information Office is successfully implementing standards and processes to ensure that OSSE's data systems, data bases and technology processes follow a common framework. This framework provide guidelines to the agency while allowing flexibility in platform, vendor and hardware. Leveraging people, processes, and technology the agency has experienced streamlined delivery of products, decreased false starts and an increase in customer engagement. These coupled together provides OSSE's customers with a better more efficient product in less time and with less defects than ever before. This is an ongoing effort.

OBJECTIVE 3: Provide targeted professional development and technical assistance to increase educator effectiveness with students and families.


INITIATIVE 3.1: Implement PARCC technology readiness assessments and supports at all schools transitioning to Common Core aligned assessments.

In FY 2014, OSSE disseminated a city-wide technology fund for PARCC readiness. In FY15, OSSE will conduct technology-readiness assessments at each school and provide customized recommendations for each school based on its current level of readiness and needs as compared to the PARCC Guidelines for computing and technology. OSSE will ensure the







recommendations are communicated to LEAs along with the disbursement of this year's FY15 technology fund. **Completion Date: September 30, 2015.**

Performance Assessment Key

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Fully achieved. In fall 2014, OSSE representatives visited 80 charter school sites in 46 LEAs to perform an assessment of technology infrastructure against PARCC minimum technology requirements. 90 percent of sites visited met recommended technology specifications (DCPS opted to do its own technology assessments with support from DC OCTO). Those schools that did not meet PARCC specifications had results to help make informed decisions when they received their technology funds in fall 2014. 92 percent of students took PARCC on computer in 2015, and 100 percent of students who took DC Science in 2015 did so on computers. Schools that opted to administer PARCC on paper in 2015 had to submit technology readiness plans explaining their challenges and planned transition to computer testing, which has guided support and technical assistance from OSSE leading up to 2016 testing.

KEY PERFORMANCE INDICATORS-Office of the Chief Information Officer

	KPI	Measure	FY 2014 YE Actual	FY 2015 YE Target	FY 2015 YE Revised Target	FY 2015 YE Actual	FY 2015 YE Rating	Budget Program
	2.1	Percent of helpdesk calls answered within SLA	96%	95%		99%	104%	Office of the Chief Information Officer
	2.2	Percent of uptime of OSSE servers against SLA	100%	99.9%		99.89% ¹²	99.89%	Office of the Chief Information Officer
	2.3	Percent of user requests via the services portal solved and closed within 5 days of receipt	85%	90%		86.73%	96.37%	Office of the Chief Information Officer

¹² While this nearly rounds to 100 percent, the KPI tracker is computing this as partially meeting target given percentage is under 100.



	3.1	PARCC Tech Readiness: Percent of LEAs administering PARCC entirely or partially on computer	NA	85%		87%	103%	Office of the Chief Information Officer
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OFFICE OF EARLY CHILDHOOD EDUCATION

OBJECTIVE 1: Promote accountability and excellence; hold system accountable for results. Provide high-quality, safe, and healthy early care and education opportunities for children (One City Action Plan Actions 2.1.3, 2.1.4 and Indicator 2B; and Sustainable DC Plan Equity and Diversity Action 1.2).

INITIATIVE 1.1: Develop a Quality Rating Improvement System (QRIS) framework that is directly linked to positive outcomes for children and families in all early childhood settings.

In FY 15, OSSE will develop a framework for measuring quality in community-based organizations, traditional public schools (DCPS), and charter schools. As a part of this initiative, OSSE will convene and collaborate with an expert and stakeholder advisory group. **Completion Date: December 30, 2014.**

Performance Assessment Key

- **Fully achieved.** During FY 2015 various meetings were held with representatives of the charter school board, administrators at DCPS, and community-based organization owners/directors to discuss and develop a system that will demonstrate quality for all three settings. Four standards were identified as the measure in which quality will be demonstrated with an emphasis on continuous improvement to provide high-quality, safe/healthy early care and education. OSSE finalized the three sector aligned framework during the summer and is currently developing the technical brief, business rules, and pilot plans to implement the new accountability system.

INITIATIVE 1.2: Implement a new community-based network approach to improving quality in early childhood education. This new initiative—Neighborhood-based Networks—will ensure more children and families benefit from early, continuous, intensive, and comprehensive child development and family support services. OSSE will establish competitive grants with hubs and child care partners participating in the network and comprehensive service grants to hubs to provide health, child nutrition, mental health, CACFP administration, eligibility intake, outreach/ enrollment and maintain wait lists. **Completion Date: September 30, 2015.**

Performance Assessment Key



- **Fully achieved.** Through the Early Head Start Child Care Partnership grant, OSSE established the Quality Improvement Network (QIN), a public private partnership with three neighborhood based “hubs” that provides quality services and supports to a network of child development centers and homes. This model will use Early Head Start Program Performance Standards to increase the supply of high-quality infant and toddler care in the District. To achieve the goal of enhancing young children’s school readiness, the QIN sites will provide comprehensive services that will promote the overall health, development, and well-being of infants and toddlers and their families.

INITIATIVE 1.3 Revise and implement new childcare licensing regulations. OSSE will promulgate and implement new childcare licensing regulations in DC to better link quality and effectiveness to childcare licensing. OSSE will develop new guidance and implement new training modules to ensure all OSSE licensing staff understand new regulations. **Completion Date: December 30, 2014.**

Performance Assessment Key

- **Partially achieved.** Since May 2014, OSSE Division of Early Learning has worked on a comprehensive review and revision of the current Child Care Licensing regulations, Chapter 3 of Title 29 of the District of Columbia Municipal Regulations (DCMR). The licensing regulations review is supported by a three-year grant from the federal Maternal and Child Health Division, which ends in July 2016. The focus of our work has been to comply with all local and federal laws and regulations, streamline and clarify regulations to improve compliance and include industry best practice standards to ensure a higher quality of care for the District’s youngest learners. The proposed regulations raise standards, including enhancing health and safety requirements for all child development facilities and increasing the level of credentials needed for center directors within five years of the new rules being promulgated. The proposed regulations also mandate participation of all licensed facilities in the enhanced quality rating and improvement system (QRIS) within three years of the rules being promulgated. Additionally, facilities demonstrating the highest level of quality and compliance are eligible to extend the licensing period from three years to five years. The regulations are undergoing final agency review. Once the regulations are finalized, OSSE will develop guidance and training to support implementation of the new regulations.

OBJECTIVE 2: Ensure Increased Readiness Rates in Children Entering Kindergarten (One City Action Plan Action 2.1.2)

INITIATIVE 2.1: Develop a comprehensive kindergarten entrance assessment (KEA) framework as part of a 10-state consortium. OSSE will work with a 10-state consortium to develop a comprehensive kindergarten entrance assessment (KEA). The results of the KEA will be used to drive policy and program improvements, inform instruction at the classroom level, and provide families with information about their children’s progress. OSSE will also convene a steering group comprised of teachers and leaders from DCPS and public charter schools that will provide feedback and guidance on planning and deliverables. The EAG-KEA will be ready for implementation in SY 17. **Completion Date: July 15, 2015.**



Performance Assessment Key

Partially achieved. OSSE continues to participate in the 10-state consortium and is also exploring the Kindergarten Readiness Assessment (KRA) that has been developed by Maryland and Ohio and is being piloted in Connecticut in 2016 to determine the best fit for the District. Additionally OSSE is engaging DCPS, public charter schools and community based organizations in collecting data on pre-K 4 students using the Early Development Instrument (EDI), a population based measure of school readiness, in FY 2016. The EDI data is mapped to where the children live and the readiness of children is displayed by neighborhood cluster. Schools and CBOs also receive a confidential report of the students enrolled in its program.

OBJECTIVE 3: Provide targeted professional development and technical assistance to increase educator effectiveness with students and families. Support early care and education professionals with targeted and intentional professional development and technical assistance.

INITIATIVE 3.1 Introduce developmentally appropriate practices regarding teaching young children with developmental delays and disabilities through an intensive professional development series. OSSE will collaboratively work with early intervention professionals and post-secondary institutions to develop a professional develop plan for professionals working with children with disabilities.

Completion Date: December 30, 2014.

Performance Assessment Key

Fully achieved. OSSE's Division of Early Learning (DEL), Professional Development Unit (PDU) provides monthly professional development offerings to ensure DC's early learning workforce has opportunities to learn about developmentally appropriate practice and inclusion best practices for children ages 6 weeks to five year of age that are experiencing developmental delays and disabilities. The PDU collaborates regularly with Lead Education Agencies, DC Early Intervention (IDEA Part C) and Early Stages (IDEA Part B) in providing these learning opportunities, including Child Find, recognizing atypical development, and utilizing developmentally appropriate practices with intentional teaching strategies. Additionally, the PDU provides the Center for the Social Emotional Foundations of Learning (infant/toddler and pre-K) to support developmentally appropriate responses to challenging behaviors that may disrupt the trajectory of school readiness and development of young children.

The PDU also collaborates with faculty from the early childhood special education programs at post-secondary institutions including Howard University, Catholic University, University of the District of Columbia, Georgetown University, The George Washington University, Trinity College and Texas Central College in the development of opportunities for certifications and higher education degrees in early childhood special education and early childhood development. The recognition of need in the workforce has led to reciprocal participation between the PDU and post-secondary education institutions in events, such as, a graduate student internship, class presentations, discussions and community of practice, and speakers for the annual DC Infant Toddler Conference.



OBJECTIVE 4: Inform parents, families and the community about early learning.

INITIATIVE 4.1: Resource, Referral & ChildFind Expansion.

Expand resource and referral and consumer education activities that help families make informed decisions about programs that best meet their children's needs in every ward of the city. **Completion Date: June 30, 2014.**

Performance Assessment Key

- **Fully achieved.** Office of the State Superintendent of Education (OSSE), Division of Early Learning has engaged with an organization to serve as a resource and referral partner. This partner helps families identify and select child care, provides information about licensed early childhood programs, develop resources to help families understand programs and program quality, support families who need child care resources, and develop and implement a marketing plan to be visible in the community. Additionally, this partner also serves as a resource for child development providers; providing curriculum resources, classroom materials and comprehensive information related to the early childhood field. This information includes, but is not limited to, high quality professional development and higher education programs of study, current licensing regulations, and other supports for the workforce in all Wards of the District.

OBJECTIVE 5: Provide effective and efficient operational support to promote organizational effectiveness and achieve programmatic goals.

INITIATIVE 5.1: Implement a web-based payment system to improve the subsidy payment process. In FY 15, OSSE will implement a web-based solution to make monthly time entry easier for community-based organizations and family home providers. This system will pre-populate attendance and interface with OSSE's accounting system to ensure timely payments and reduce burdens for community-based and family home providers. **Completion Date: January 30, 2015.**

Performance Assessment Key

- **Fully achieved.** OSSE developed the On-line Attendance Tracking System (OATS) in 2014 which allows providers to input children's attendance on a daily basis and has eliminated the need for faxed copies of attendance sheets.

INITIATIVE 5.2: Develop a pilot case management system for early intervention services. In FY15, OSSE will complete a pilot phase of the development of a new IDEA Part C case management system compliant with HIPPA and IDEA regulations. **Completion Date: June 30, 2015.**

Performance Assessment Key

- **Partially achieved.** The new IDEA Part C Case Management System is in its ninth month of development with six months to go before it is ready for piloting in July 2016. The developers



are streamlining the capabilities of the current system in the development of the new system which will comply with HIPAA and IDEA regulations. In addition, the developers have begun an enhancement to the current system with the addition of electronic forms capability in the new system. The updated sprint schedule predicts a completion date of June 30, 2016, for the basic case management system (without the billing component). Initial user testing for sample electronic forms with the new system begins in December 2015.

INITIATIVE 5.3: Enhance Childcare Licensing System. DEL will create a system to support the automation of inspection visits, initial licensure and renewals. DEL will establish a system to identify and track unusual incidents and complaints. **Completion Date: September 30, 2015.**








Performance Assessment Key



Partially achieved. The Division of Early Learning, Licensing & Compliance unit has developed a web-based licensing data system, *Division of Early Learning Licensing Tool (DELLT)*. The system is accessible via the internet and all Licensing Inspectors and Investigators are equipped with iPads which enables them to automate the licensing inspection process. The unit has also created standard operating procedures (SOP) for managing the complaints and unusual incidents reporting process. These functions are also managed and tracked within the new web-based licensing system. The DELLT system is currently being used in tandem with the old Acella system to ensure it is working properly. The Acella system will be retired in January of 2016 and DELLT will become the system of record for Licensing.



KEY PERFORMANCE INDICATORS-OFFICE OF EARLY CHILDHOOD EDUCATION

   	KPI	Measure	FY 2014 YE Actual	FY 2015 YE Target	FY 2015 YE Revised Target	FY 2015 YE Actual	FY 2015 YE Rating	Budget Program
	1.1	Number of affordable infant and toddler slots at child development centers (One City Action Plan Action 2.1.4)	NA	6,790		4,556 ¹³	N/A	Office of Early Childhood Education
	1.2	Percent of childhood and development programs that meet gold tier[One City Action Plan Action 2.1.3, SDC Action ED1.2]	NA	55%		48%	87%	Office of Early Childhood Education
	5.1	Percent of eligible infants and toddlers under IDEA Part C (birth-3) for whom an evaluation and assessment and an initial IFSP meeting were	NA	100%		Not Available ¹⁴		Office of Early Childhood Education

¹³ The data source used to report this data in FY 2014 could not be replicated in FY 2015, so data may not be comparable year over year. The FY 2015 data is reported based on the average across quarters 2-4 as reported in Acela. Measure is considered neutral so no rating is assigned in KPI tracker.

¹⁴ Not yet available; this data is only reported annually and is finalized in April of the following year. FY 2014 year end actual is 93%.



		conducted within required 45-day window						
●	3.1	Percent of Directors, Teachers & Teacher Assistants in Professional Development Registry	NA	70%		19% ¹⁵	27%	Office of Early Childhood Education
●	4.1	Number of parents using Resource and Referral	NA	1,200		689 ¹⁶	57%	Office of Early Childhood Education
●	5.2	Average response time for complaints (hours)	NA	48		48	100%	Office of Early Childhood Education

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

OBJECTIVE 1: Provide targeted professional development and technical assistance to increase educator effectiveness with students and families.

INITIATIVE 1.1: Disseminate best practices for rigorous teacher and principal evaluation systems and monitor LEAs for effective implementation of high-quality evaluation systems.

In FY 14, OSSE monitored the implementation of evaluation systems developed by Race to the Top participating LEAs. In FY15, OSSE will work with a cohort of LEAs to develop and pilot a model teacher evaluation system for the District that can be adopted for implementation by any District LEA. **Completion Date: September 30, 2015.**

Performance Assessment Key

¹⁵ As part of improving data quality review, OSSE is regularly deleting erroneous and duplicate accounts in the professional development registry why the initial target may have been inflated.

¹⁶ DC Child Care Connections is the District's Child Care Resource and Referral agency (CCR&R). In FY 2015, CentroNia was the grantee for CCR&R and staffed a hotline and online customer information and referral system. Given this is the first year of this measure, the baseline target may have been over estimated.



- **Fully achieved.** In November 2014, OSSE began a yearlong initiative to develop a model teacher evaluation system for opt-in use by DC LEAs. Fourteen LEAs participated in the development of the model system through engagement in a year-long community of practice. During the monthly community of practice meetings, OSSE provided training and professional development to LEA leaders and evaluators on research-based methods for conducting teacher evaluations. The participating LEAs also participated in the sharing of best practices from their respective schools. The monthly sessions resulted in the creation of an initial model effective teaching framework and evaluation rubric, which are published on the LearnDC.org website: <http://learndc.org/classrooms/about/teacher-and-leader-evaluation/dc-model-teacher-evaluation-system/framework>.

During the summer of 2015, OSSE transitioned from the planning and design of the model evaluation system to a year-long pilot aimed at norming its use and identifying areas for improvement before full implementation. Seven LEAs participated in a summer Model Evaluation System training institute and have been participating in monthly pilot community of practice sessions. The monthly meetings will continue through June 2016, resulting in a final model evaluation system that has been piloted and is ready for use by any DC LEA.

INITIATIVE 1.2: Develop guidance and training for LEAs to support effective implementation and accountability for compliance with the Attendance Accountability Amendment Act of 2013.

OSSE will update its SY 2014-2015 guidance for LEAs, provide a training series on prevention and early intervention, and streamline data collection systems to reduce administrative burden and ensure compliance with LEA reporting requirements. **Completion Date: September 30, 2015.**

Performance Assessment Key

- **Partially achieved.** In 2014-2015 school year, OSSE continued to provide technical assistance at the request of individual LEAs. This support included in-person meetings and on-site training. OSSE also supported LEAs and schools in implementing school-wide Positive Behavior Intervention and Support (PBIS) or Response to Intervention (RTI) strategies through professional development and technical assistance. In addition, OSSE, in partnership with DCPS and charter schools, started to collect daily attendance information from LEAs to begin working towards consistent, real-time reporting and referrals of students who have accrued ten or more unexcused absences. Now, attendance is provided by LEAs to OSSE through automated feeds or the direct entry of attendance information into an OSSE collection tool. Updated attendance guidance for LEAs and an updated Truancy Prevention Resource Guide for parent and legal guardians will be released this school year.

OBJECTIVE 2: Ensure that all LEAs are equipped with rigorous learning standards to support student learning from grades K to 12 so all students graduate from high school ready for college, meaningful careers, and success in life.



INITIATIVE 2.1: Expand materials made available to support implementation of Common Core State Standards (CCSS) documents for English Language Arts and Math and the Next Generation Science Standards (NGSS).

OSSE will expand the tools, materials, and training opportunities available to assist LEAs with the implementation of CCSS. OSSE will host a newly developed online, interactive lesson plan tool consisting of a) deconstructed standards, b) principles of universal design for learning, c) learning targets, d) Bloom’s taxonomy, and e) Webb’s depth of knowledge. Resources will be available for LEAs to access online through LearnDC, OSSE’s common core web hub. In addition to training on using the new tool, OSSE will provide educators with numerous trainings on meaningfully incorporating the CCSS and NGSS for all students. **Completion Date: September 30, 2015.**

Performance Assessment Key

- **Fully achieved.** OSSE developed and released an online DC Lesson Plan Generator anchored in the common core standards which allows teachers to develop and archive effective lesson plans using principles from Universal Design for Learning (UDL). The tool can be found here: <http://www.learndc.org/classrooms/instruction/lesson-plan-generator>.

OBJECTIVE 2: Ensure all low-performing schools receive interventions and supports leading to increased college-and career-readiness in students. Ensure LEAs have the resources to support and sustain school improvement for all schools.

INITIATIVE 2.1: Implement a high-quality differentiated system of support and interventions for schools.

OSSE will implement a Statewide System of Support primarily focused on improving performance in priority and focus schools. This system of interventions and supports will be anchored in the District’s approved ESEA flexibility waiver and will ensure sustainability of reforms and improvements aligned to the District’s Race to the Top grant. **Completion Date: September 30, 2015.**

Performance Assessment Key

- **Fully achieved.** OSSE fully implemented the State System of Support, which includes differentiated levels of intervention and support, and incorporated the model into the District’s ESEA waiver to ensure sustainability upon termination of the Race to the Top grant.

OBJECTIVE 3: Expand the number of high-quality public charter school seats available to students (One City Action Plan Action 2.2.2).

INITIATIVE 3.1: Provide planning and implementation support to new public charter schools in order to provide sound foundations for sustainability and thus contribute to the creation of additional new high-quality public charter school seats.

OSSE will coordinate a joint technical assistance series with the Public Charter School Board (PCSB) to ensure high-quality support for charter founders and leaders. Will include topics



such as managing federal funds; understanding legal obligations regarding students with disabilities; and navigating federal reporting requirements.

Completion Date: September 30, 2015.

Performance Assessment Key

- **Fully achieved.** OSSE's Office of Public Charter School Financing & Support (OPCSFS) worked in coordination with the PCSB to support new charters through participation in the spring 2015 charter capacity interviews (March 24-25). Upon charter approval in May, OSSE OPCSFS staff coordinated with the PCSB to invite newly-authorized charters to an orientation on management of the Title V, Part B federal funds (July 17). This session was attended by 100% of the newly authorized charters and provided an overview on allowability, basic grants management, and an introduction to key OSSE personnel. PCSB staff also attended. OSSE staff also provided one-on-one technical assistance to new public charter schools to enable them to apply for federal funding. On the programmatic side, OSSE staff presented at a PCSB New Charter Leader Session in May covering a number of topics related to serving students with disabilities, including accessing special education data systems, accessing and using federal special education grant funds, and taking advantage of OSSE professional development opportunities.

INITIATIVE 3.2: Increase high-quality public charter schools' access to affordable facilities and grants to support continuous academic, programmatic, and operational improvement.

Through Scholarships for Opportunity and Results (SOAR) Act funding, OSSE provides support to public charter schools to assist in their academic, operational, and programmatic improvements specific to their school needs. In FY15, OSSE will make available grants to support the following: academic quality designed to have a direct and rapid impact on student achievement in charter schools; facilities improvements and upgrades—addressing an expressed need in the public charter school community across the District; capacity-building through third-party organizations; and replication and growth of proven public charter schools in the District.

Completion Date: September 30, 2015.

Performance Assessment Key

- **Fully achieved.** OSSE received the SOAR Grant Award Notice (GAN) from the U.S. Department of Education in March of 2015. OSSE staff released a Notice of Funding Availability (NOFA), Requests for Applications (RFAs), and held pre-application conferences on May 11 and 12 to interested applicants. OSSE received 80 applications requesting \$34,281,393.34 in grant funds. Applications were sent to reviewers and scored, and a total of 42 applications were funded. Awards were made in July 2015. The breakdown of the awards is as follows:
 - Academic Quality: 12 applications funded for a total of \$5,281,906 designed to have a direct and rapid impact on student achievement in charter schools;
 - Replication & Growth: 11 applications funded for a total of \$1,153,200 to support replication of proven public charter schools in the District;
 - Third-Party: 6 applications funded for a total of \$2,500,000 to build capacity through third-party organizations;



- Public Facilities: 6 applications funded for a total of \$3,861,120 to support facilities improvements and upgrades, and
- Early Childhood: 7 applications funded for a total of \$785,093.20 to support early childhood education in the District.

KEY PERFORMANCE INDICATORS-OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

	KPI	Measure	FY 2014 YE Actual	FY 2015 YE Target	FY 2015 YE Revised Target	FY 2015 YE Actual	FY 2015 YE Rating	Budget Program
	2.1	Percent of all students proficient in reading on statewide assessment	NA	60%		N/A ¹⁷	N/A	Office of Elementary and Secondary Education
	2.2	Percent of all students proficient in math on statewide assessment	NA	63%		N/A ¹⁸	N/A	Office of Elementary and Secondary Education
	2.3	Percent of all students graduating from high school in four years (four-year cohort graduation rate)	NA	71%		65%	92%	Office of Elementary and Secondary Education
	3.1	Percent of low-performing	NA	90%		N/A ¹⁹		Office of Elementary and

¹⁷ In 2015, DC transitioned to a new state assessment, the Partnership for Assessment of Readiness for College and Careers, which established a new baseline. Students scoring 4 or 5 are considered “on track for college and career readiness.” In English language arts, 25% of students assessed met or exceeded expectations (grades 3-8) and 25% of students assessed met or exceeded expectations (English II). Additional resources and information on DC’s PARCC results is available at www.osse.dc.gov/parcc and results.osse.dc.gov.

¹⁸ In 2015, DC transitioned to a new state assessment, the Partnership for Assessment of Readiness for College and Careers, which established a new baseline. Students scoring 4 or 5 are considered “on track for college and career readiness.” In mathematics, 25% of students assessed met or exceeded expectations (grades 3-8); 10% of students assessed met or exceeded expectations (Geometry/Integrated Math II). Additional resources and information on DC’s PARCC results is available at www.osse.dc.gov/parcc and results.osse.dc.gov.

¹⁹ PARCC results from 2014-15 school year are not being used for accountability purposes.



		schools that show overall growth in academic achievement						Secondary Education
●	1.1	Average number of days taken to complete reviews of educator licensure applications	NA	20 days		36 days ²⁰		Office of Elementary and Secondary Education
●	1.2	Percent of LEAs implementing teacher and leader evaluation systems	NA	100%		100%		Office of Elementary and Secondary Education

OFFICE OF WELLNESS AND NUTRITION SERVICES

OBJECTIVE 1: Provide targeted professional development and technical assistance to increase educator effectiveness with students and families.

INITIATIVE 1.1: Deliver tailored professional development trainings and/or workshops in selected health topics and curricula.

Create at least five online or in-person professional development trainings and/or workshops in selected health topics about how educators can select and implement appropriate school-based health and physical education curricula. The results of each training and/or workshop will help identify instructional strategies that improve teaching and student learning, ensure a complete, thorough and consistent review of health education curricula, and provide students and families with essential health skills necessary to adopt, practice and maintain health enhancing behaviors.

Completion Date: September 30, 2015.

Performance Assessment Key

- **Fully Achieved.** From October 1, 2014 to September 30, 2015 OSSE has offered approximately 30 targeted professional developments (4 online and 26 in-person), conducted 29 on-site visits for schools and community-based organizations that provide services in schools, and

²⁰ OSSE launched a new automated teacher licensure system, ECIS in January 2016 and based on evidence of its implementation in other similar contexts, expects this system to support additional efficiencies and the licensure process.



completed 52 technical assistance requests from schools to increase educator effectiveness with students and families on selected health topics. Please see attachment for further details on each training/professional development. In addition, OSSE has completed a thorough review of health education curricula aligned to the current health education standards for the District of Columbia. The curricula review analysis has been drafted, however, this guidance will be revisited when the new health standards are implemented via a field test in spring 2016 and professional development will be developed and implemented accordingly.

OBJECTIVE 2: Disseminate transparent, responsive, high-quality information to empower all stakeholders to improve educational outcomes for children and families.

INITIATIVE 2.1: Health and Physical Education Standards Assessment.

Revamp DC CAS Health Assessment to ensure items are challenging and measure higher-order thinking and problem solving. Items will be capable of measuring the full range of student achievement with respect to the health and physical education standards. This assessment will be conducted in grades 5, 8 and the grade where health is taught in high school.

Completion Date: September 30, 2015.

Performance Assessment Key

- **Partially achieved.** In the current school year, OSSE will partner with LEAs to complete a field test of new health standards. LEAs have been provided with the opportunity to complete a health assessment that aligns to the existing health standards or to opt into a state-generated test. This test will assess student knowledge on the proposed health standards that will be part of the field test. This will provide an opportunity to obtain educator feedback on implementation of the health standards prior to formal adoption. Additionally, it will give LEAs appropriate planning time to fully implement the new standards for the following school year.

New physical education standards are being developed on the national level. OSSE plans to focus on the health standards and then to utilize the work done at the national level to inform the development of physical education and adaptive physical education standards for the District of Columbia.

INITIATIVE 2.2: Evaluation of DC Healthy Schools Act.

Oversee contractor responsible for a three year longitudinal evaluation of the DC Healthy Schools Act beginning in FY15. Establish the research questions and baseline data from at least six schools in year one of the evaluation. **Completion Date: September 30, 2015.**

● ***Performance Assessment Key***

- **Partially Achieved.** OSSE recently awarded a contract to Child Trends, a nonprofit research organization focused exclusively on children, youth and their families, to conduct a comprehensive evaluation of the Act from its inception through school year 2015-2016. The evaluation aims to describe the health environment in District schools and assess how effective OSSE's health-related efforts are at supporting schools in establishing healthy environments and improvising student's health knowledge, attitudes and behaviors. Child



Trends will be examining current sets of data using both qualitative and quantitative research methods in order to draw conclusions and correlations for their research questions. One of the objectives of the Child Trends evaluation is to analyze how schools with various characteristics differ in their implementation of the Act, with aims of better assisting each school according to their specific needs.

OBJECTIVE 3: Increase access to and participation in programs—in and out of school—that promote academic, physical, and emotional health and well-being of students.

INITIATIVE 3.1: Implement The DC Healthy Tots Emergency Act of 2014.

Develop regulations for the DC Healthy Tots Emergency Act of 2014 that will become effective October 1, 2014. Conduct outreach trainings to child development facilities on these regulations and the US Department of Agriculture Child and Adult Care Food Program and provide on-site technical assistance. Make grants available through a competitive process to child care facilities to support physical activity, nutrition education, gardens, and farm-to-school programs. **Completion Date: September 30, 2015.**

Performance Assessment Key

- **Partially achieved.** Healthy Tots Act (HTA) regulations were developed and published for comment on October 30, 2015. There was a 30-day comment period that ended on November 30, 2015. OSSE has conducted three (3) outreach trainings for current Child and Adult Care Food Program (CACFP) participants, developed and disseminated a flyer and the presentation from the trainings. These trainings provided information on participation in the Healthy Tots Act. By December 30, 2015, OSSE will begin targeted outreach and trainings to subsidized facilities as prescribed in the Act in coordination with OSSE’s Division of Early Learning. OSSE is prepared to retroactively reimburse all participants in the CACFP back to October 1, 2015 with the additional local reimbursement for meals served as prescribed in the Act. OSSE anticipates providing the competitive grants to align with next fiscal year after more concentrated trainings and compiling the results of a needs assessment have been completed.

INITIATIVE 3.2: Partner with community-based organizations to increase participation in all child nutrition programs.

OSSE will partner with community-based organizations to increase the quality of the food served and the number of children participating in the child nutrition programs including the Child and Adult Care Food Program, the After School Snack and Supper Programs, the Free Summer Meals Program and the DC Healthy Schools and Healthy Tots Programs. Outreach materials will be updated and will be widely distributed throughout the city and in partnership with District government agencies and the Mayor’s One City Youth Initiative. **Completion Date: September 30, 2015.**

Performance Assessment Key

- **Fully Achieved.** OSSE’s Child Nutrition Programs continually increases participation in the Child and Adult Care Food Program (CACFP), Afterschool programs and the Free Summer Meals Program. OSSE regularly conducts CACFP outreach training sessions in conjunction with



OSSE's Division of Early Learning to encourage all licensed daycare facilities not currently participating in CACFP to participate in CACFP, which includes the afterschool snack and supper program. OSSE's website provides access to numerous State and Federal training resources, technical assistance materials, presentations from State trainings, any State updates and changes, and USDA materials to keep the child care community aware of Federal requirements and changes to the Federal Programs. As of October 30, 2015, OSSE published Healthy Tots regulations and received comments through November 30, 2015. In addition, OSSE conducted three outreach trainings sessions to child care facilities already participating in CACFP to inform them of the requirements of the Healthy Tots Act and to encourage them to submit comments on the rule. A flyer and the training presentation have been made available to those attendees as well as posted on OSSE's webpage. More intense training will take place in the month of December for those non-participating subsidized child care facilities to inform them of the HTA requirements and solicit their participation in CACFP as prescribed in the Act. OSSE is prepared to reimburse all participating CACFP child care facilities retroactively back to October 1, 2015 for meals served under the Healthy Tots Program.

In FY 15, OSSE conducted 6 Free Summer Meal outreach sessions to encourage and solicit sponsors to participate in that program. In FY 15, more than 1 million meals were served to low-income children in the District of Columbia. Numerous materials in various languages were developed and posted on OSSE's Free Summer Meals Program webpage, ads were placed in three newspapers, billboards were placed in Metro train stops and on the side of Metro buses, meal sites displayed banners seen from the street that meals were being served at that location, OSSE utilized the 211 call center, texting, as well as partnering with the USDA to map the District's meal site locations.

INITIATIVE 3.3: Expand the District-wide high school athletic competition for students from across LEAs/schools to include middle schools.

In FY14, OSSE conducted 15 high school statewide athletic championships in: football (boys), soccer (girls and boys), cross country (girls and boys), basketball (girls and boys), indoor track and field (girls and boys), outdoor track and field (girls and boys), cheerleading (girls), softball (girls) and baseball (boys). In FY15, there will be 17 high school statewide athletic championships to include tennis (girls and boys). In addition, initiate at least one statewide middle school athletic championship for both girls and boys. **Completion Date: June 30, 2015.**

Performance Assessment Key

Not Achieved. OSSE did not offer any middle school championship events through the District of Columbia State Athletics Association (DCSAA). DCSAA did offer junior varsity races this year for cross country championships – thus expanding our participation by approximately 150 student-athletes who would not have participated at the varsity level

INITIATIVE 3.4: Increase access to sustainability programs related to nutrition and health (Sustainable DC Food Actions 1.3 and 1.4).

In FY15, OSSE will continue to build new and maintain existing school gardens and orchards. At least one garden will include an outdoor classroom for nutrition and health education



related to fresh, healthy food. OSSE will ensure that all facilities have maintenance plans and related educational curricula.

Completion Date: September 30, 2015.

Performance Assessment Key

- **Fully Achieved.** In March 2015, the OSSE School Garden Grant awarded \$375,594 to schools and community based organizations to support twenty five school garden programs in District schools. This grant supports the construction of four new school gardens and the maintenance of twenty-one existing school gardens.

In January 2014, OSSE was awarded a Sustainable DC Innovation Challenge Grant for \$330,000 which was to be used to finance the outdoor classroom at Hardy Middle School. An additional \$330,000 in Healthy Schools Act funds were added to finance the outdoor classroom at Tubman Elementary School and another \$330,000 in funds from the Department of General Services (DGS) was added to finance the outdoor classroom at Leckie Elementary and to ensure completion of all three outdoor classrooms. Currently all three classrooms are in the design phase with construction pending. OSSE is working in partnership with DCPS and DGS to ensure that each classroom provides learning opportunities for nutrition, health, and the environment.

While OSSE does not directly build or maintain school gardens, the OSSE School Garden Program provides guidance to schools, community based organization, and District agencies on school garden design and construction. The OSSE Design Guidelines were created to inform schools on best practices for outdoor classroom and school garden design. This document is used in the DCPS modernization process by the contracted architect and the School Improvement Team. The School Gardens Program also provides on-site technical support including curricula development, classroom management, design, program management, and instructional support to any District school that makes a request.

KEY PERFORMANCE INDICATORS-OFFICE OF WELLNESS AND NUTRITION SERVICES

	KPI	Measure	FY 2014 YE Actual	FY 2015 YE Target	FY 2015 YE Revised Target	FY 2015 YE Actual	FY 2015 YE Rating	Budget Program
●	3.1	Percent of students participating in the school lunch program	59%	60%		58.7%	97.78%	Office of Wellness and Nutrition Services



●	3.2	Percent of students participating in the school breakfast program	43%	44%		39.06%	88.78%	Office of Wellness and Nutrition Services
●	3.4	Percent of low-income students participating in the Summer Food Program	78%	74%		76%	103%	Office of Wellness and Nutrition Services
●	3.3	Average number of daily participants in Child & Adult Care Food Program (CACFP)	5,000	5,200		114,937 ²¹	2210.33%	Office of Wellness and Nutrition Services
●	3.5	Number of schools with school gardens [SDC Action FD 1.3]	107	110		103 ²²	99.64% ²³	Office of Wellness and Nutrition Services
●	3.6	Number of statewide athletic sports competitions	15	19		20	105.26%	Office of Wellness and Nutrition Services

OFFICE OF POSTSECONDARY AND CAREER EDUCATION

²¹ OSSE reported updated actuals of 39,175; 43,131; 22,637; and 9,994 for quarters 1-4, respectively. This is based on the methodology used for the 90-day USDA FNS-44/10 report.

²² KPI manager failed to calculate correctly (added all 4 school garden figures for each quarter); hand-calculated based on data in KPI manager (103 school gardens against goal of 110).

²³ Ibid.



OBJECTIVE 1: Increase The Percentage Of DC Youth and Adults Who Attain A College Degree Or Industry-Recognized License/Certification. (One City Action Plan Action 2.3.9). Increase the percentage of District residents participating in college and career preparatory programs within six (6) months of high school graduation. (One City Action Plan Action 2.3.9 and Indicator 2E)

INITIATIVE 1.1: Develop a family engagement strategy to increase family involvement in postsecondary planning. Studies show that parental involvement increases a student’s likelihood of graduating from high school and continuing onto postsecondary education. In FY15, OSSE will conduct research on best practices to engage families in postsecondary planning and will collaborate with stakeholders to develop a comprehensive family-engagement strategy. **Completion date: June 30, 2015.**

Performance Assessment Key

- **Partially achieved.** Over the last fiscal year, OSSE has conducted internal research and attended conference sessions around best practices nationally for engaging and involving parents in postsecondary education planning. In addition, OSSE collaborated with the Flamboyan Foundation on how to best support their efforts in expanding their parental involvement strategies from middle school to high school.

In FY15 OSSE also launched the My College Fact Finder tool, designed to provide DC-specific postsecondary outcomes data to students, parents and counselors. Under our current contract with National Student Clearinghouse (NSC), we are only able to share this information with students and counselors. In the coming months, we hope to revisit the NSC contract to request parent access to this data.

In the summer of 2015, OSSE expanded grant funding for community organizations and schools providing summer college and career exposure to middle grades students. All seven grantees provided outreach and engagement to families around high school transition and readiness for college and career pathways.

INITIATIVE 1.2: Expand and improve Dual Enrollment throughout the city. In FY15, OSSE will expand and improve Dual Enrollment throughout the city by working with LEAs to award high school credit for courses taken on college campuses in the Washington metropolitan area and by providing financial assistance to students. **Completion Date: June 30, 2015.**

Performance Assessment Key

- **Fully achieved.** While OSSE is not solely responsible for expanding Dual Enrollment opportunities for students, the agency has altered and improved the way in which LEAs and Institutions of Higher Education (IHEs) access funds, which has led to a more streamlined and transparent process. Under the new policy, IHEs and LEAs are required to establish Partnership Agreements and apply for funds utilizing the Enterprise Grants Management System (EGMS). Utilization of EGMS allows for a more responsive and thorough process and allows universities to budget and receive funds quickly. Through the partnership agreements, IHEs/LEAs are required to waive tuition for students. In addition, the partnership is also



required to establish a support structure for high school students, designed to lead to stronger course performance and completion rates. Grantees receiving funding through the Dual Enrollment Fund are required to provide the option for all students to receive both high school credit and college credit to eligible students.

INITIATIVE 1.3: Launch an SAT prep pilot program to better prepare all DC public school students to score competitively on the SAT. OSSE will launch an SAT prep pilot program and continue to provide SAT test administration and fee payment for all public high school students. **Completion Date: June 30, 2015.**

Performance Assessment Key

- **Fully achieved.** In FY15, the Division of Postsecondary and Career Education (PCE) created a competitive grant program in which SAT preparation companies in partnership with District local educational agencies (LEAs) applied for funding for in-school SAT preparation services. Before the Request for Applications (RFA) was released, PCE conducted outreach to determine what SAT services already existed in District public high schools, and to determine the need for this type of programming. The RFA and the application were available in early September 2015. OSSE awarded approximately \$255,000 in total funding, for programs to be administered throughout the 2015-16 school year. Funding was awarded to three test preparation companies, in partnership with nine LEAs, providing services to students at 15 public high schools in the District of Columbia. Programs begin in January 2016.

INITIATIVE 1.4: Increase percentage of DC youth and adults who complete postsecondary education and career programs within 150% time of standard completion. In FY15, based on evidence of success, OSSE will expand *College Retention Initiative*, its mentor-based college retention program, from three institutions to five institutions and provide information to counselors and students around *Smart College Choice*. **Completion Date: September 30, 2015.**

Performance Assessment Key

- **Fully achieved.** The Division of Postsecondary and Career Education's College Retention Initiative (CRI) successfully expanded its program to five postsecondary institutions. CRI's focus remains on combating common attrition issues, while cultivating strong relationships between mentors and mentees, helping mentees develop a greater focus on college success, and using a strength-based approach towards youth development. In addition, the CRI program successfully implemented use of a new database, Scribe, which ensures security of data and a user-friendly means of tracking participant data.

OSSE also introduced the My College Fact Finder (MCFF), a web-based application designed to provide helpful data to students and their college counselors around postsecondary education and the college selection process. Developed in partnership with the Education Advisory Board (EAB) over the past year, MCFF brings together vital information on colleges and universities across the United States in an easy to use and understandable format. MCFF is the first college search tool that features data specific to DC students. A new iteration of



MCFF, to be released in late November, will also include pertinent data on which transfer patterns produce the greatest outcomes for DC students.

OBJECTIVE 2: Promote accountability and continuous improvement across the District's education landscape.

INITIATIVE 2.1: Expand the number of IT Academies at high schools to increase students' digital literacy and to better prepare them for college and/or careers. In FY14, OSSE provided support and oversight to an expanding number of DCPS and public charter high schools as they deploy Academy curricula, resources, and learning strategies designed to increase the number of students gaining Microsoft certifications and demonstrating digital literacy. In FY15, OSSE will expand the program from eighteen high schools to at least twenty high schools. **Completion Date: July 31, 2015.**

Performance Assessment Key

- **Fully achieved.** OSSE's Office of Career and Technical Education (CTE) continues to support the successful IT academies in high schools in the District of Columbia. The initiative responds to the need for digital literacy by providing high school students and adult learners in DC with technical skills to facilitate entry into the workforce and for college preparation. OSSE created the pilot on a proven model of technical education, Microsoft Information Technology (MSIT), which incorporates digital literacy for participants while providing a continuum of learning opportunities for earning stackable certificates in Microsoft applications. Working with Microsoft-licensed contractors to provide technical assistance and professional development, OSSE's Office of Career and Technical Education has expanded the MSIT program to 20 schools for the 2014-2015 (FY15) academic year.

INITIATIVE 2.3: Develop career readiness indicators of success to share with the public via Learn DC website. In FY15, OSSE will work with stakeholders to begin reaching consensus on career readiness indicators of success. These indicators will to be posted publicly at the state and LEA levels on Learn DC in FY16.

Completion Date: September 30, 2015.

Performance Assessment Key

- **Partially achieved.** The Office of Career and Technical Education (CTE) has completed a compendium of national research to inform the development of an initial draft proposal of the Career Readiness metrics. This work has been largely integrated into a broader ongoing data tracking effort regarding the implementation of the District's CTE strategic plan. This broader discussion is a project of OSSE's CTE working group which has representation from many key stakeholders including DCPS, PCSB, UDC-CC, and others. Since many of the career readiness metrics that OSSE intends to propose for publication on Learn DC are similar to the metrics being explored in the working group discussion, OSSE has aligned these efforts.

The CTE working group has made substantial progress and hopes to have a final draft of proposed data metrics and business rules by spring 2016. This proposal will then be utilized to



advance the Career Readiness metrics initiative with a goal of posting metrics to Learn DC in 2017.

OBJECTIVE 3: Ensure opportunities for youth and adults to gain skills and re-engage in education and career programs.

INITIATIVE 3.1: Implement the newly established district-wide Youth Re-Engagement Center.

In FY14, the city established the District-wide youth Re-Engagement Center (REC) initiative to create satellite offices designed to reconnect 16 to 24 year-old, out-of-school youth to educational programs leading to high school diplomas or their equivalent. In FY15, OSSE will implement this new initiative by operating the first REC, hiring staff establishing agency/community based partnerships, and performing a formative evaluation to identify areas for improvement and expansion.

Completion Date: September 30, 2015.

Performance Assessment Key

● **Fully achieved.** On October 20, 2014 The Office of State Superintendent of Education, in partnership with the Department of Employment Services and the Office of the Deputy Mayor for Education opened the doors to the District's first youth ReEngagement Center (REC). Since that time, the REC has hired a team of six employees, established and operationalized partnerships with several naturally aligned agencies and community-based organizations to better address youth's non-academic barriers, support cross agency case management, and/or receive youth referrals. In the first 12 months of operation the REC successfully re-enrolled 203 youth, and retained 74% which is higher than the national retention rate.

INITIATIVE 3.2 Develop environmental literacy program (Sustainable DC Plan Action Jobs and Economy 2.1, Equity and Diversity Action 1.3)

In accordance with the Sustainable DC Omnibus Amendment Act of 2013, an amendment to the DC Healthy Schools Act, begin planning for the incorporation of environmental literacy and sustainability jobs training education into curricula through an environmental literacy program. **Completion Date: September 30, 2015.**

Performance Assessment Key:

● **Partially Achieved.** To complement existing efforts related to school gardens, farm-to-school programs, and local wellness policies, an [environmental literacy program](#) has been established within OSSE to assist schools in implementation of the DC Environmental Literacy Plan. OSSE is currently soliciting applications for its first Environmental Literacy Leadership Cadre, a group of individuals from elementary schools across the District who will be responsible for developing and implementing an environmental literacy program at their schools. Additionally, OSSE is currently soliciting applications for the District of Columbia Environmental Literacy Fellowship Grant and Environmental Literacy Advancement Grant. The purpose of these grants is to increase the capacity of nonprofit and community based organizations to provide environmental education programs in the areas of air quality/climate



change, water, land, resource conservation, and/or health for District elementary schools represented in the 2016 Environmental Literacy Leadership Cadre.

OBJECTIVE 4: Provide effective and efficient operational support services to achieve programmatic goals.

INITIATIVE 4.1: Build new DC ONE APP system to ease administrative burdens.

In FY15, OSSE will start to build a new platform to better serve students who apply to the D.C. TAG scholarship program. The new DC ONE APP will not only be easier than the current system for students to use, but it will also reduce administrative burdens and streamline system processes of the scholarship program. Initial phases completed in FY15. **Completion Date: September 30, 2015.**

Performance Assessment Key

- **Fully achieved.** In FY 15, OSSE awarded a contract to Document Systems, Inc. (DSI) to enhance the Enterprise Grants Management System (EGMS) application. The enhancement includes a new user interface that incorporates a new on-line application (DC OneApp) for the DC Tuition Assistance Grant (DCTAG). The new DC OneApp will have the functionality to be used on any internet browser and platform (laptop, tablet, smartphone, or desktop). The major functionalities of the new DC OneApp will be a simpler application process utilizing a streamlined application, enhanced applicant interaction, document management, and a simpler tuition invoicing process for colleges and universities. The new application being developed will be more intuitive and integrated with various data sources for a comprehensive application process, college tuition invoicing, and reporting processing. The completion date is February 2016.

INITIATIVE 4.2: Build data dashboards to inform work. In FY15, OSSE will build data dashboards for Postsecondary and Career Education programs. These dashboards will highlight pertinent data so that program and administrative teams are better able to improve programs and operations. **Completion Date: September 30, 2015.**

Performance Assessment Key

- **Fully achieved.** In FY16, the Division of Postsecondary and Career Education created a comprehensive division overview document which includes a data dashboard and a one-page summary for each of the eight units in the division. Each dashboard highlights indicators of success and will be updated in FY16. The dashboards will also be posted on the Postsecondary and Career Education website in FY16.

INITIATIVE 4.3: Streamline the licensure application process for postsecondary institutions.

OSSE will develop an automated application system to better serve institutional applicants, Education Licensure Commission (ELC) commissioners and staff. The system will streamline application processing, provide a database inclusive of institutional statistical data, reduce paper collection, and diminish the storage challenges of the ELC. **Completion Date: September 30, 2015**



Performance Assessment Key

- **Partially achieved.** The Education Licensure Commission (ELC) made significant progress in the last year to identify a vendor to create an automated application process for the ELC. The ELC worked with OCIO to finalize the project requirements, complete market research, obligate funding, draft a statement of work, and draft a proposed contract. Due to contracting delays the solicitation was never released. Subsequently, the ELC began working with an OCIO contractor and senior developer on an internal database build that currently functions to track institution applications and demographics. The system also tracks complaints received, data about closed institutions, and location of student records and is capable of producing a variety of reports. This internally built system has laid the foundation for the larger e-licensing system which will continue to be built internally. Full build out of the system is expected to be complete in FY16.

OBJECTIVE 5: Provide adult literacy, occupational literacy, postsecondary education training and digital literacy services to the residents of the District of Columbia.

INITIATIVE 5.1: Increase the number of adults enrolled in and matriculating through programs designed to increase their literacy levels. In FY14, OSSE collaborated with DOES and DHS to create MOUs to integrate services for district residents. In FY15, OSSE will begin implementing all phases of the work, streamlining access to adult literacy, vocational literacy, employment services, and social services for Adult and Family Education clients. **Completion Date: September 30, 2015.**

Performance Assessment Key

- **Partially achieved.** In FY15, OSSE's Office of Adult and Family Education (AFE) continued to collaborate with DOES, Literacy Pro Systems, Inc. and OSSE AFE providers to streamline the referral process for District residents using the newly launched Data Vault (DV) which was designed based on a single, multi-agency customer intake and referral process that supports cross-agency coordination of services and outcome monitoring. OSSE AFE facilitated and participated in meetings, webinars and training workshops to ensure the successful development and implementation of the Data Vault and supported DOES staff and local OSSE AFE program providers in using the DV efficiently in alignment with the goals of the DOES/AFE partnership. During initial roll-out of the tool, OSSE AFE has made continuous improvements to make the system responsive to the needs of the user and to ensure deep improvements in service coordination and integration for District residents.


While OSSE AFE will not report final FY15 outcomes of AFE participants until December 30, 2015, it anticipates a decrease in the number of residents served in FY15 compared to FY14. This decrease is based largely on the reduction of local funding associated with the OSSE DOES/AFE partnership.

OBJECTIVE 6: Ensure educational excellence and consumer protection through the Higher Education Licensure Commission.








INITIATIVE 6.1: Update the Education Licensure Commission’s (ELC) regulations to reflect postsecondary industry best practices to improve quality assurance, and to expand its jurisdiction to include distance learning. In FY14, the Mayor, on behalf of the ELC introduced legislation related to the regulation of distance learning programs. In FY15, the ELC will update regulations for degree and non-degree granting institutions, as well as distance learning programs, and codify ELC operating procedures. Updating the regulations and codifying operating procedures will clarify and improve the standards used to evaluate institutions and standardize the Commission’s procedures. The work will ensure that the Commission is operating based on best practices and will eliminate unnecessary ambiguity in the Commission’s work. **Completion Date: April 1, 2015.**

Performance Assessment Key

 **Partially achieved.** Over the past two years, the ELC and the Mayor’s office have worked to pass Permanent legislation regarding the regulation of distance education. Legislation has been introduced twice by the DC Council. The most recent version of this legislation was voted out of committee and is scheduled for final passage at the December 1, 2015 Legislative Session. Furthermore, the ELC was successful in getting corresponding Temporary and Emergency legislation passed in FY2015. However, because the permanent legislation has yet to be passed, the corresponding distance education regulations have yet to be completed. For the first six months of FY2015, the ELC worked closely with OSSE’s Office of General Counsel (OGC) to overhaul the Commission’s general regulatory framework. Proposed new language was completed on the following topic areas: school closure, data survey, discipline and enforcement, fees, waivers, background checks, complaints, investigations, and distance education. Progress was halted after the attorney advisor to the Commission was re-assigned outside of OSSE. Consequently, the revised regulations have yet to be completed. The ELC is currently working with OSSE’s OGC to identify legal staff to allow for this initiative to move towards completion in FY16.

KEY PERFORMANCE INDICATORS-POST SECONDARY AND CAREER EDUCATION

   	KPI	Measure	FY 2014 YE Actual	FY 2015 YE Target	FY 2015 YE Revised Target	FY 2015 YE Actual	FY 2015 YE Rating	Budget Program
	2.1	Percent of all students graduating from high school in four years (four-year cohort)	NA	71%		65%	92%	Office of Post-secondary and Career Education



		graduation rate)						
●	3.1	Number of disconnected youth that were re-enrolled in an educational program through the reengagement centers	NA	200		186	93%	Office of Post-secondary and Career Education
●	1.1	Percent of DC public and public charter school students completing a post-secondary degree or certificate within six years of college enrollment	NA	35%		24	N/A	Office of Post-secondary and Career Education
●	1.2	Percent of DC TAG students who graduated from college (A.A. or B.A.) within 6 years of enrollment in DC TAG	NA	52%		25	N/A	Office of Postsecondary and Career Education

²⁴ OSSE is in the process of negotiating a contract with National Student Clearinghouse (NSC) that will support these calculations in future years.

²⁵ Ibid.



		(One City action Plan Action 2.3.9)						
●	5.1	Percent of enrolled adult learners who complete an educational literacy level	NA	35%		30%	87%	Office of Postsecondary and Career Education
●	5.2	Number of adults who receive a GED	NA	375		140 ²⁶	37.33%	Office of Postsecondary and Career Education
●	6.1	Percent of Education Licensure applications processed 60 days of receipt	NA	100%		90.2%		Office of Postsecondary and Career Education

OFFICE OF SPECIAL EDUCATION

OBJECTIVE 1: Disseminate transparent, responsive, and high-quality information to empower all stakeholders to improve educational outcomes for children and families. Support accountability and continuous improvement across the District’s education landscape.

INITIATIVE 1.1: DSE Performance Scorecard. OSSE will create a performance scorecard that will identify “measures that matter” and track progress against established key performance indicators. DSE will review the report card with all staff on a quarterly basis, to track progress against the FY15 Key Performance Indicators and inform performance improvement planning. **Completion Date: September 30, 2015.**

Performance Assessment Key

²⁶ The new GED was launched January 1, 2014, and as such the number of test-takers, passers, and pass rates are significantly lower than previous years. This trend mirrors the rest of the country and, while we assume the increased rigor of the new test will continue to impact the passage rates and numbers moving forward, we expect that the passage rates and numbers will both increase as test takers and adult education providers become more familiar with the new test.



- **Partially achieved.** In FY 2015, OSSE was reorganized, combining the Office of Special Education with the Division of Elementary and Secondary Education to create one blended K-12 team. Due to this organizational change, the Office of Special Education did not maintain a separate performance scorecard; instead, the blended team began to work toward shared priorities through a strategic planning process. This new strategic plan is in place for FY 16 and will be monitored quarterly.

INITIATIVE 1.2: DSE Stakeholder Surveys. DSE will continue to publish monthly updates and start to solicit performance feedback from key stakeholders, including staff, parents and other community-based stakeholders, on a semi-annual basis. Responses will be used to help refine DSE's policies and practices.

Completion Date: September 30, 2015.

Performance Assessment Key

- **Not achieved.** In FY 2015, OSSE was reorganized, combining the Office of Special Education with the Division of Elementary and Secondary Education to create one blended K-12 team. In addition, decisions related to the agency's overall communication strategy led to a change in direction related to this initiative. OSSE maintains an agency-wide weekly newsletter, the LEA Look Forward, and hosts focus groups and public engagement sessions related to all decisions that have a significant impact on external stakeholders. OSSE also recently conducted a strategic planning process designed to solicit input from a broad array of stakeholders. Including special education stakeholders, related to the agency's performance. Input from this process will inform the agency's continuous improvement efforts.

INITIATIVE 1.3: DSE Nonpublic Program Profiles. DSE will publish nonpublic program profiles which will provide stakeholders with key program information to inform decision-making regarding all nonpublic programs approved to serve DC students. **Completion Date: September 30, 2015.**

- **Partially achieved.** Initial profiles were published on LearnDC as PDF files, and enhancement of the reports to make them interactive displays of information as well as add additional data sources will take place in FY 2016.

OBJECTIVE 2: Ensure all low-performing schools receive interventions and supports leading to increased college- and career-readiness in students.

INITIATIVE 2.1: DSE Cross- functional LEA Support Teams. DSE will expand data-driven inquiry teams tasked with regularly reviewing performance data to inform targeted intervention planning and delivery to include the Division of Elementary and Secondary Education, the Office of Data, Assessment, and Research, and other divisions conducting LEA continuous improvement work. **Completion Date: September 30, 2015.**

Performance Assessment Key



- **Fully achieved.** The LEA support teams played an active role in providing input related to continuous improvement efforts, including review of applications for grant funding designed to support targeted interventions. In addition, a cross-functional team within OSSE oversaw the agency's implementation of its Statewide System of Support, which is OSSE's tiered intervention model to support all DC schools, and low performing schools in particular.

OBJECTIVE 3: Ensure that children with qualifying developmental delays or disabilities access and receive adequately funded, compliant, high quality services.

INITIATIVE 3.1: Special Education Focused Monitoring. In FY14, DSE successfully implemented a focused monitoring secondary transition pilot which demonstrated a significant impact in improving compliance and results. As a result, DSE will expand this focused monitoring initiative in FY15. **Completion Date: September 30, 2015.**

Performance Assessment Key

- **Fully achieved.** The division conducted expanded secondary transition focused monitoring at 4 high schools in FY15. The focused monitoring visit to these schools consisted of interviews with the school and central office staff specifically those working with STR populations as well as interrelated reliability sessions with these staff members which included file reviews, discussions, and training.

As a follow up to this visit, OSSE oversees an eight month support plan during which OSSE monitors conduct monthly pulls of these schools' secondary transition plans and examine them for compliance. Each month the monitors have follow up discussions with these schools' special education coordinator, transition coordinators, and central office staff. By the end of the eighth month, the goal is for all participating schools is to achieve the target, a compliance rate of 75% or above. If the school reaches this rate, the school's focused monitoring activity concludes. However, if the schools do not achieve this target, additional support is provided.

INITIATIVE 3.2: Expansion of Medicaid Claiming. In FY15, DSE will initiate collection of Medicaid reimbursements for allowable services provided to children with qualifying disabilities via OSSE's Part C Program and Non-Public Tuition Payment Unit, and ensure LEAs, Part C providers, and nonpublic programs have access to training and technical assistance that will allow for full claiming and appropriate use of reimbursements. **Complete Date: September 30, 2015.**

Performance Assessment Key

- **Partially achieved.** The State Plan Amendment that will allow for the submission of Medicaid claims for nonpublic programs was approved on October 2015. OSSE is now working with the Department of Healthcare Finance to finalize the rate reimbursement structure that will allow OSSE to begin submitting all eligible nonpublic program Medicaid claims.



OBJECTIVE 4: Provide targeted professional development and technical assistance to increase practitioner effectiveness with students and families.

INITIATIVE 4.1: Special Education Training and Technical Assistance. In FY 15, DSE will collaborate with the Division of Elementary and Secondary Education to expand LEAs’ use of deconstructed Common Core standards, with an emphasis on special populations. **Completion Date: September 30, 2015.**

Performance Assessment Key

- **Fully achieved.** In response to the needs of educators around the CCSS across the District, the division of Elementary, Secondary, and Specialized Education worked to develop an innovative tool that will allow educators to access deconstructed standards and develop lesson plans that are aligned with Universal Design for Learning and are rigorous and relevant to their students. OSSE staff worked collaboratively with approximately 45 educators across grade and subject levels and who provide instruction to students identified for special education and English Language Learner services. Over the course of two intensive weeks over the summer, OSSE staff and educators from the District worked to deconstruct all of the CCSS. The deconstructed standards have been made available to all educators through an interactive, on-line platform launched January 2015. OSSE staff, in collaboration with educators participating in the deconstruction work, trained educators and administrators across the District on how to effectively use the deconstructed standards and interactive tool to develop standards-based lesson plans and/or curriculum.

OBJECTIVE 5: Create internal systems and structures to ensure that DSE communicates effectively to all stakeholders and is responsive to LEA and community based organization needs.

INITIATIVE 5.1: DSE Reports Framework. DSE will expand the Special Education Reports Framework. The Reports Framework is a special education interface within SLED designed to provide LEAs real-time data access to key special education performance and compliance metrics, supporting enhanced management of special education requirements and ensuring timely service delivery. **Completion Date: September 30, 2015.**

Performance Assessment Key

- **Fully achieved.** Several additional report framework reports including enhancements to the assessment report, backlog report, and c to b transition reports were completed. Monthly training on the reports was provided during FY 2015. Additional enhancements to the reporting system through the Qlik infrastructure were rolled out in September 2015.

KEY PERFORMANCE INDICATORS-OFFICE OF SPECIAL EDUCATION

 	KPI	Measure	FY 2014 YE Actual	FY 2015 YE Target	FY 2015 YE Revised Target	FY 2015 YE Actual	FY 2015 YE Rating	Budget Program



●	1.1	Percent of IEPs reviewed that comply with IDEA secondary transition requirements	NA	50%		68%	136%	Office of Special Education
●	1.2	Percent of timely completion of state compliant investigations	NA	100%		100%	100%	Office of Special Education
●	1.3	Percent of children eligible under Part B IDEA (aged 3-22) and whose parents consented to an evaluation, who were evaluated within the State established timeframe	NA	100%		88%	88%	Office of Special Education
●	1.4	Percent of sub-grantee respondents reporting that technical assistance	NA	95%		96%	101%	Office of Special Education



		significantly improved their content knowledge						
●	1.5	Percentage of children who transition timely from Part C to Part B services at age 3.	NA	95%		99%	104%	Office of Special Education
●	1.6	Amount of Medicaid reimbursement collected	NA	\$2,500,000		\$418,698.21 ²⁷	17%	Office of Special Education

WORKLOAD MEASURES – APPENDIX

WORKLOAD MEASURES ●

Measure Name	FY 2013 YE Actual	FY 2014 YE Actual	FY 2015 YE Actual	Budget Program
# of children subsidized by child development programs [One City Action Plan Action 2.1.4]	11,429 ²⁸	11,623 ²⁹	11,723	OFFICE OF THE DIRECTOR
# of infant/toddlers receiving IDEA Part C early	482	510	700	OFFICE OF EARLY CHILDHOOD EDUCATION

²⁷ The timeline for processing claims and adjustments historically extends beyond the end of the fiscal year, so this is not yet a complete picture of FY 2015 reimbursements.

²⁸ We have provided numbers for the previous years that use the same methodology as the FY 2015 number. The numbers provided here match the counts given in the DEL 800 report.

²⁹ Ibid.



intervention services				
# of PK-12 Local Education Agencies	59	61	63	OFFICE OF THE DIRECTOR
# of PK-12 students in public and public charter schools	80,854	82,958	85,403	OFFICE OF THE DIRECTOR
# of students with Individual Education Plans (IEPs) ³⁰	12, 585 (11,050 is the LEA enrollment)	11,774 (10,731 is the LEA enrollment)	12,173 (11,148 is the LEA enrollment)	OFFICE OF SPECIAL EDUCATION
# of students participating in lunch programs	50,502	47,170	TBD ³¹	OFFICE OF WELLNESS AND NUTRITION SERVICES
# of students participating in breakfast programs	35,038	33,528	TBD	OFFICE OF WELLNESS AND NUTRITION SERVICES
# of schools in priority and focus school classifications (lowest performing schools requiring supports and interventions)	48	56	56 (no schools left priority or focus status)	OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
% of high school seniors completing a DC TAG Application	48%	48%	51%	OFFICE OF POSTSECONDARY EDUCATION

³⁰ These counts are based on the number of students with IEPs who are in the child count (the counts in parentheses reflect the number of students enrolled who have an IEP (i.e., excludes non-public and Department of Youth and Rehabilitative Services).

³¹ FY 2014 figures for school lunch and breakfast added; FY 2015 figures not yet available.