



**OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION  
FY 2025 PERFORMANCE ACCOUNTABILITY REPORT**

**JANUARY 15, 2026**

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# 1 INTRODUCTION

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This document is the Fiscal Year 2025 Performance Accountability Report (PAR) for the Office of the State Superintendent of Education.

The PAR is the second of two agency performance documents published each year. A Performance Plan is published at the start of the fiscal year when budget decisions have been finalized. A PAR is published in January following the end of the fiscal year. Each PAR assesses agency performance relative to its annual Performance Plan.

**PAR Structure:** PARs are comprised of agency Objectives, Administrative Structures (such as Divisions, Administrations, and Offices), Activities, Projects, and related Performance Measures. The following describes these plan components, and the types of performance measures agencies use to assess their performance.

**Objectives:** Objectives are statements of the desired benefits that are expected from the performance of an agency's mission. They describe the goals of the agency.

**Administrative Structures:** Administrative Structures represent the organizational units of an agency, such as Departments, Divisions, or Offices.

**Activities:** Activities represent the programs and services an agency provides. They reflect what an agency does on a regular basis (e.g., processing permits).

**Projects:** Projects are planned efforts that end once a particular outcome or goal is achieved.

**Measures:** Performance Measures may be associated with any plan component, or with the agency overall. Performance Measures can address questions about an agency's overall performance, the performance of an organizational unit, program, or service, or the implementation of a major project. Performance Measures can answer questions like "How much did we do?", "How well did we do it?", "How quickly did we do it?", and "Is anyone better off?" as described in the table below.

Measures are printed in the Performance Plan along with the Objective, Administrative Structure, Activity, or Project that they measure.

Measure Type	Measure Description	Example
Quantity	Quantity measures assess the volume of work an agency performs. These measures can describe the inputs (e.g., requests or cases) that an agency receives or the work that an agency completes (e.g., licenses issued or cases closed). Quantity measures often start with the phrase "Number of...".	"Number of public art projects completed"
Quality	Quality measures assess how well an agency's work meets standards, specifications, resident needs, or resident expectations. These measures can directly describe the quality of decisions or products or they can assess resident feelings, like satisfaction.	"Percent of citations issued that were appealed"
Efficiency	Efficiency measures assess the resources an agency used to perform its work and the speed with which that work was performed. Efficiency measures can assess the unit cost to deliver a product or service, but typically these measures assess describe completion rates, processing times, and backlog.	"Percent of claims processed within 10 business days"
Outcome	Outcome measures assess the results or impact of an agency's work. These measures describe the intended ultimate benefits associated with a program or service.	"Percent of families returning to homelessness within 6-12 months"

*(continued)*

Measure Type	Measure Description	Example
Context	Context measures describe the circumstances or environment that the agency operates in. These measures are typically outside of the agency's direct control.	"Recidivism rate for 18-24 year-olds"
District-wide Indicators	District-wide indicators describe demographic, economic, and environmental trends in the District of Columbia that are relevant to the agency's work, but are not in the control of a single agency.	"Area median income"

**Targets:** Agencies set targets for most Performance Measures before the start of the fiscal year. Targets may represent goals, requirements, or national standards for a performance measure. Agencies strive to achieve targets each year, and agencies provide explanations for targets that are not met at the end of the fiscal year in their PAR.

Not all measures are associated with a target. Newly added measures do not require targets for the first year, as agencies determine a data-informed benchmark. Changes in some measures may not indicate better or worse performance. They may be "neutral" measures of demand or input or outside of the agency's direct control. In some cases, the relative improvement of a measure over a prior period is a more meaningful indicator than meeting or exceeding a particular numerical goal, so a target is not set.

## **2 OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION OVERVIEW**

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**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 to achieve success in college, careers, and life.

**Summary of Services:** The Office of the State Superintendent of Education serves as the District of Columbia's State Education Agency (SEA). In this role, OSSE manages and distributes federal funding to education providers and exercises oversight responsibility over federal education programs and related grants administered in the District to ensure quality and compliance. OSSE also serves as the standard-bearer in education for the District of Columbia. OSSE develops state-level education policies and standards aligned with school, college, and workforce readiness expectations. OSSE further ensures that the District collects and reports accurate and reliable data. OSSE provides technical support to increase effectiveness among education providers, thereby improving outcomes for all students. OSSE also leads the Special Education Transportation (Agency Code GOo), Non-public Tuition (Agency Code GNo), and administers the District of Columbia Public Charter Schools Payments.

**Objectives:**

1. High quality and actionable data
2. Quality and equity focus
3. Responsive & consistent service
4. Top notch talent
5. Efficient, Transparent, and Responsive Government

## **3 2025 ACCOMPLISHMENTS**

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### **3.1 ACCELERATING MATH PROFICIENCY**

For another consecutive year, DC celebrated the increase in student math proficiency on the 2025 DC CAPE assessment. Additionally, OSSE developed the consensus recommendations for evidence-based math instruction with the DC Math Task Force, which lays out a comprehensive vision for improving math instruction and student outcomes in the District. These recommendations will be published in early FY26.

**Impact:** The recommendations prescribe a path towards ensuring that students and families benefit from highly trained teachers, high quality math curricula and coursework, strong interventions and better communication from schools. The implementation of the Task Force recommendations will ultimately lead to higher math proficiency, ensuring that all students thrive in college, careers, or the life paths of their choice.

### **3.2 STRENGTHENING CAREER-FOCUSED EDUCATION**

In August 2025, OSSE opened its second Advanced Technical Center in Ward 8. This center focuses on Emergency Medical Technician (EMT) and Certified Clinical Medical Assistant (CCMA) pathways, enrolling 60 students from 15 high schools. With the opening of the Ward 8 center, OSSE's Advanced Technical Centers have served over 600 students throughout FY25.

### **3.3 EXPANDING EDUCATOR PATHWAYS**

The OSSE Apprenticeship in Teaching launched in 2024, providing district paraprofessionals with a cost-free pathway to earn a bachelor's degree in Early Childhood, Elementary, or Special Education. To date, the OSSE Apprenticeship in Teaching has over 70 apprentices working to become effective educators in the district. This program has enrolled apprentices working across 52 schools and 18 Local Education Agencies throughout all eight wards. In FY25, OSSE has collaborated with High-Impact Tutoring (HIT) providers to launch a HIT pathway for aspiring tutors to become apprentices as well.

**Impact:** Building on the success of the paraprofessional and HIT provider pathways, OSSE has begun to lay the foundation for the launch of the master's degree-granting pathway in 2026, which will provide school leaders with a short-term and long-term development tool to strengthen the educator pipeline in their school community.

## 4 OBJECTIVES

### 4.1 HIGH QUALITY AND ACTIONABLE DATA

OSSE will provide high-quality data and analysis that will empower Local Education Agencies (LEAs), Community-Based Organizations (CBOs), and providers to meet the needs of all learners and allow education partners to make informed policy decisions.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of all students graduating from high school in four years</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	78.7%	<b>75.7%</b>
<b>Percent of students in grades 3-8 at college and career ready level in mathematics on statewide assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	29.1%	<b>42.8%</b>
<b>Percent of students in grades 3-8 at college and career ready level in reading on statewide assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	37.4%	<b>44.9%</b>
<b>Percent of students in grades 9-12 at college and career ready level in mathematics on statewide assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	15%	<b>34.2%</b>
<b>Percent of students in grades 9-12 at college and career ready level in reading on statewide assessment</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	38.5%	<b>45%</b>
<b>Percent of user requests via the services portal solved and closed within five days of receipt</b>							
Efficiency	Up is Better	Annual	Annual	Annual	Annual	60.25%	<b>80%</b>

#### Explanation of Missed Targets:

1. Percent of students in grades 3-8 at college and career ready level in mathematics on statewide assessment: Statewide assessment results highlight the lasting impact of the disruption to learning caused by the COVID-19 pandemic. We are moving in the right direction and providing supports that are working to improve student achievement - and for 2025, the year-over-year increase in math and was the highest since prior to the COVID-19 pandemic.
2. Percent of students in grades 3-8 at college and career ready level in reading on statewide assessment: Statewide assessment results highlight the lasting impact of the disruption to learning caused by the COVID-19 pandemic. We are moving in the right direction and providing supports that are working to improve student achievement - and for 2025, the year-over-year increase in ELA and was the highest since prior to the COVID-19 pandemic.
3. Percent of students in grades 9-12 at college and career ready level in mathematics on statewide assessment: Statewide assessment results highlight the lasting impact of the disruption to learning caused by the COVID-19 pandemic. We are moving in the right direction and providing supports that are working to improve student achievement - and for 2025, the year-over-year increase in math and was the highest since prior to the COVID-19 pandemic.
4. Percent of students in grades 9-12 at college and career ready level in reading on statewide assessment: Statewide assessment results highlight the lasting impact of the disruption to learning caused by the COVID-19 pandemic. We are moving in the right direction and providing supports that are working to improve student achievement - and for 2025, the year-over-year increase in ELA and was the highest since prior to the COVID-19 pandemic.
5. Percent of user requests via the services portal solved and closed within five days of receipt: There was an increase in tickets from FY24 and staff shortages resulting from the budget freeze hiring have created capacity constraints. System enhancements are in development and once implemented, should lead to better performance.

## 4.2 QUALITY AND EQUITY FOCUS

OSSE will work with our education partners to set high expectations for program quality and align incentives to accelerate achievement for those learners most in need.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of DC residents receiving postsecondary support by DC Futures</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	927	<b>900</b>
<b>Number of dual enrollment seats filled by high school students</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	715	<b>250</b>
<b>Number of students placed in an internship through OSSE's CTE Advanced Internship Program</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	364	<b>300</b>
<b>Percent of students served with OSSE-funded HIT programs who are identified as economically disadvantaged</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	72.6%	<b>70%</b>
<b>Number of students receiving HIT in OSSE-funded programs</b>							
Outcome	Up is Better	1,919	5,944	5,246	292	6,297	<b>6,000</b>
<b>Percent of DC public and public charter school graduates completing a post-secondary degree within six years of high school graduation</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	Data is pending	36%
<b>Percent of enrolled students in OSSE AFE Integrated Education &amp; Training (IE&amp;T) programs who achieve a Measurable Skill Gain (MSG)</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	69.63%	<b>55%</b>
<b>Percent of low-performing schools that show improvement in academic achievement</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	0%	<b>80%</b>
<b>Percent of target schools engaging with OSSE on HIT</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	Data is pending	90%

### Explanation of Missed Targets:

- Percent of low-performing schools that show improvement in academic achievement: None of the ten schools identified as CSI in 2024 saw at least a 1pp increase in both their math and ELA scores between 2024 and 2025. Two schools saw at least a 1pp increase in math but not ELA, and four schools saw at least a 1pp increase in ELA, but not math. Additionally, one CSI school closed.

## 4.3 RESPONSIVE & CONSISTENT SERVICE

OSSE will provide responsive, consistent, and considerate customer service to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of Single Audit audit findings</b>							
Quantity	Down is Better	Annual	Annual	Annual	Annual	2	<b>0</b>
<b>Percent of IEPs reviewed that comply with secondary transition requirements</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	52%	<b>70%</b>
<b>Average number of business days from when OSSE receives an educator licensure application to when OSSE renders a decision</b>							
Efficiency	Down is Better	3.1	3.3	3.24	3.41	3.26	<b>15</b>
<b>Percent of eligible infants and toddlers under IDEA Part C (birth-3) for whom an evaluation and assessment and an initial IFSP meeting were conducted within required time period</b>							
Efficiency	Up is Better	Annual	Annual	Annual	Annual	Data is pending	100%

(continued)

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of grant funds reimbursed within 30 days of receipt of approvable invoice</b>							
Efficiency	Up is Better	87.1%	86.9%	83.52%	98.2%	89%	92%
<b>Percent of timely Individuals with Disabilities Act (IDEA) due process hearing decisions</b>							
Efficiency	Up is Better	100%	100%	100%	100%	100%	98%
<b>Percent of timely completion of state complaint investigations</b>							
Efficiency	Up is Better	Annual	Annual	Annual	Annual	100%	100%

#### Explanation of Missed Targets:

1. Number of Single Audit audit findings: There was a single finding for OCFO and one for FFATA reporting.
2. Percent of IEPs reviewed that comply with secondary transition requirements: OSSE transitioned to a new special education data system during the 2023-2024 school year. During the first year of implementation, OSSE, in collaboration with LEAs, identified system limitations, one of which impacted secondary transition compliance. Despite ongoing collaboration, the second year of implementation saw continued data system limitations impacting secondary transition compliance. Specifically, LEAs could not generate student letters of invitation for students aged 16-17 within the system during the entirety of the reporting period. Through State oversight activities, OSSE found that students frequently attended IEP meetings. OSSE is providing additional guidance to LEAs to ensure clarity of compliance requirements for student opportunities to participate in transition discussions. The District has resolved the data system limitations referenced here as of the date of this report. Taking the limitations into account, OSSE analyzed the data and found that the secondary transition compliance rate, excluding the student letter of invitation (LOI) component, was 80% compliant, representing an increase from the 2023-2024 compliance rate of 64%.
3. Percent of grant funds reimbursed within 30 days of receipt of approvable invoice: Some programs exceeded their approval times.

## 4.4 TOP NOTCH TALENT

OSSE will attract, develop, and retain top-notch talent to build a highly effective state education agency that makes a meaningful contribution to DC education.

No Related Measures

## 4.5 EFFICIENT, TRANSPARENT, AND RESPONSIVE GOVERNMENT

Create and maintain a highly efficient, transparent, and responsive District government.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of agency staff who were employed as Management Supervisory Service (MSS) employees prior to 4/1 of the fiscal year that had completed an Advancing Racial Equity (AE204) training facilitated by ORE within the past two years</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	43.67%	Target not required
<b>Percent of employees that are District residents</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	44.32%	Target not required
<b>Percent of new hires that are District residents (Peoplesoft)</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	53.85%	Target not required

(continued)

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of new hires that are current District residents and received a high school diploma from a DCPS or a District Public Charter School, or received an equivalent credential from the District of Columbia (eRecruit)</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	6.67%	Target not required
<b>Percent of required contractor evaluations submitted to the Office of Contracting and Procurement on time</b>							
Outcome	Up is Better	Annual	Annual	Annual	Annual	50.91%	Target not required

## 5 ACTIVITIES

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### 5.1 KEY EDUCATION ISSUES

Conduct research and data analysis for key education issues for the District e.g., Student Mobility Report, Equity Reports, evaluations of key programs/projects, next generation assessment results, and fulfillment of additional data requests.

No Related Measures

### 5.2 CONTINUOUS IMPROVEMENT

Support accountability and continuous improvement across the District's education landscape. Manage state accountability system. Provide transparency on key education data.

No Related Measures

### 5.3 TECHNICAL ASSISTANCE AND SUPPORT TO LEAS

Provide technical assistance, oversight, and support to improve performance of low-performing schools and boost college- and career-readiness of students and equitable access to effective educators.

No Related Measures

### 5.4 REPORTING TO THE US DEPARTMENT OF EDUCATION

Collect, validate and aggregate data for federal reporting from LEAs.

No Related Measures

### 5.5 FEDERAL MEAL PROGRAMS

Administer national school breakfast, national school lunch, and child and adult food care programs and federal meal programs designed to provide nutritious meals throughout the day, particularly for low income child and students.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Total number of meals served for the Child and Adult Care Food Program (CACFP)</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	Data is pending	Target not required

### 5.6 IMPLEMENT POLICY AGENDA

Implement policy agenda, including coordinating with program offices to draft regulations and required reports. OSSE engages with LEAs and the public regarding proposed regulations through outreach and discussion with major stakeholder groups through means such as working groups, meetings, and public hearings. In addition, OSSE informs LEAs of new or updated regulations or policies through existing partner lists and coalitions or consortia, as well as through OSSE's weekly newsletter, the LEA Look Forward. OSSE provides a formal public comment period for proposed regulations (generally 30 days).

No Related Measures

### 5.7 RECRUITMENT, PROFESSIONAL DEVELOPMENT, PROGRESSIVE DISCIPLINE, COMPLIANCE, AND LEAVE AND PAYROLL FOR OSSE AND OSSE DOT EMPLOYEES

Quality design and effective implementation of Recruitment, Professional Development, Progressive Discipline, Compliance, and Leave and Payroll for OSSE and OSSE DOT employees.

No Related Measures

## 5.8 ALTERNATIVE DISPUTE RESOLUTION PROCESS

Provide a fair and equitable alternative dispute resolution process.

No Related Measures

## 5.9 CHILD CARE FACILITIES

License child care facilities and administer child care subsidies. Promote accountability and excellence; hold system accountable for results; provide high-quality, safe, and healthy early care and education opportunities for children.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of children enrolled in the District's child care subsidy program</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	6,554	Target not required
<b>Number of infant and toddler slots at licensed child development facilities</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	12,267	Target not required
<b>Number of infant/toddlers receiving IDEA Part C early intervention services</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	1,405	Target not required

## 5.10 ADMINISTER DC TUITION ASSISTANCE GRANT (DCTAG) AND MAYOR'S SCHOLARS PROGRAMS

Administer DCTAG and Mayor's Scholars Programs to support college access for DC high school seniors.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Percent of high school seniors completing a DC TAG application</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	26.76%	Target not required

## 5.11 PROFESSIONAL DEVELOPMENT

Provide professional development to educators on a variety of topics that is high quality and responsive to the needs of LEAs.

No Related Measures

## 5.12 SUMMER FOOD SERVICE PROGRAM

Oversee the Summer Food Service Program: federal meal program operated during summer months when school is out and ensures youth have access to nutritious meals all year round.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Total number of summer meals served through the entire summer</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	Data is pending	Target not required

## 5.13 INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Provide oversight and support to LEAs with implementation of the Individuals with Disabilities Education Act. Ensure that children with qualifying developmental disabilities access and receive timely and high-quality services.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Amount of Medicaid reimbursement collected</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	Data is pending	Target not required
<b>Number of students with Individualized Education Programs (IEPs)</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	Data is pending	Target not required

## 5.14 ACCESS TO PROGRAMS

Support increased access to and participation in programs that promote academic, physical, and emotional health and well-being of students. Activities range from implementation of the Healthy Schools Act programs including school gardens to implementation of the DC State Athletics Association.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Total number of meals served during the school year through the School Nutrition Programs</b>							
Quantity	Neutral	Annual	Annual	Annual	Annual	Data is pending	Target not required

## 5.15 STUDENT ENROLLMENT

Manage annual student enrollment audit and ongoing student residency verification.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of PK-12 students in public and public charter schools</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	99,652	Target not required

## 5.16 ADULT LITERACY

Provide adult literacy, occupational literacy, and postsecondary education training to DC residents. Includes coordination with DOES and WIC.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of enrolled students (fundable under the National Reporting System (NRS) for Adult Education) in OSSE AFE IE\&amp;T programs</b>							
Quantity	Up is Better	Annual	Annual	Annual	Annual	1,169	Target not required
<b>Number of adults who receive a State Diploma (inclusive of National External Diploma Program or General Education Development)</b>							
Outcome	Neutral	Annual	Annual	Annual	Annual	292	Target not required

## 5.17 ADMINISTER GRANTS

Administer federal and local grants to LEAs, CBOs, and other organizations on a variety of topics e.g., Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), Perkins, Community Schools, environmental literacy, school gardens, McKinneyVento.

No Related Measures

## 5.18 RE-ENGAGEMENT

Oversee the DC Re-Engagement Center and share learnings from its operations with other city agencies and nonprofits engaged in related work with youth.

Measure Type	Directionality	Q1	Q2	Q3	Q4	Annual	Target
<b>Number of disconnected youth that were re-enrolled in an educational program through the reengagement center</b>							
Quantity	Neutral	○	No data available	Data is pending	2	10	Target not required

## 5.19 ADMINISTER ANNUAL STATE ASSESSMENT PROGRAM

Successfully administer the assessment portfolio (Partnership for Assessment of Readiness for College and Career (PARCC), National Center and State Collaborative (NCSC), Science, Science Alt, Assessing Comprehension and Communication in English State to State (ACCESS)) providing clear guidance and documentation to LEAs prior to test administration, and realtime triage and comprehensive support to LEAs during test administration. Provide meaningful distribution of results to the public, LEAs, schools, and families. [www.osse.dc.gov/parcc](http://www.osse.dc.gov/parcc)

No Related Measures

## 5.20 TRANSPARENT AND RESPONSIVE COMMUNICATIONS

Maintain transparent and responsive communications system to improve public outreach, inform the public and internal stakeholders about OSSE services, and provide access to critical data. [osse.dc.gov](http://osse.dc.gov) [learndc.org](http://learndc.org) [results.osse.dc.gov](http://results.osse.dc.gov) [mcff.osse.dc.gov](http://mcff.osse.dc.gov)

No Related Measures

## 6 PROJECTS

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### 6.1 COURSE DATA COLLECTION SYSTEM AND PROCEDURES

**Project Description:** OSSE will continue to develop its course data collection system and procedures, requiring 100% of Local Education Agencies to report data via the Integrated Data System (IDS) platform and the Automated Data Transfer (ADT) server. Key insights regarding specialized courses, course credits, and professional learning will be shared out after implementation.

**Start Date:** July 1, 2024

**Date Completed:** NA

**Current Project Phase:** Completed

### 6.2 EXPANDING CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMMING

**Project Description:** OSSE will increase the accessibility of its Career and Technical Education (CTE) programming by working towards the expansion of the Advanced Technical Center (ATC) Penn Center location and opening of an additional ATC location in Ward 8. The expansion of the Penn Center location will include partnering with Children's National Hospital to open a Pediatric Urgent Care Center while also building out an additional 10,000 square feet of classroom space. This will allow OSSE to increase the maximum annual enrollment at the ATC from 300 students to up to 450 students while also adding one to two new career pathways to our existing nursing and cybersecurity pathways. The Ward 8 Center will have an enrollment capacity of 150 and will offer two to three healthcare career pathway options aligned to the needs of our core industry partners and the District's most in-demand healthcare occupations. By the 2025-26 school year, OSSE will institute a CTE teacher licensure policy requirement and will ensure that 100 percent of CTE state course standards will include employability skills, digital literacy, and workforce-aligned industry-recognized credentials (IRCs).

**Start Date:** July 1, 2024

**Planned Completion Date:** August 1, 2026

**Current Project Phase:** Design

**Project Status:** DGS continues to lead negotiations with both Children's and Medstar regarding the lease agreements for the Ward 5 ATC. We are through much of the design work associated with the renovation of both the Ward 8 and Ward 5 spaces and construction is tentatively scheduled to start at Ward 5 by end of October and at Ward 8 in January of 2026 and both will be completed by July of 2026. SY25/26 has begun and we have 59 students enrolled in the new W8 ATC and 310 students enrolled in the W5 ATC. Teacher licensure regulations are under review from EOM and we hope the updated draft should be ready to be released for public comment in the near future. All CTE programs of study have had their standards updated to include employability skills and IRCs.

### 6.3 HIGH-IMPACT TUTORING

**Project Description:** OSSE will further embed high-quality, high-impact tutoring (HIT) into the DC education ecosystem in FY25 by awarding grant funds directly to local education agencies (LEAs) and by contracting with tutoring providers to deliver HIT services to students in schools. OSSE-funded HIT programs aim to reach 5% of DC students in each year and will target students who were disproportionately impacted by COVID and have historically been furthest from opportunity to help them overcome the effects of interrupted instruction and accelerate their learning.

**Start Date:** July 1, 2024

**Planned Completion Date:** June 30, 2026

**Current Project Phase:** Monitoring

**Project Status:** Summer High-Impact Tutoring (HIT) programs funded by OSSE concluded, reaching nearly 300 students. In July, OSSE led end-of-year consultations with each of the 15 LEA awardees that ran HIT programs, as well as the 10 HIT providers OSSE funded to operate programs in schools, to discuss successes, barriers to success, plans for the HIT in the SY25-26 school year, and how OSSE can help support them moving forward.

## 6.4 LITERACY INVESTMENTS

**Project Description:** OSSE will continue to implement a literacy strategy focused on 1) improving access to resources, such as high-quality instructional materials aligned to the science of reading and structured literacy, 2) implementing DC Law 23-191, Addressing Dyslexia and Other Reading Difficulties, and 3) managing the Comprehensive State Literacy Development (CLSD) Grant for Local Education Agencies (LEAs) and Community-Based Organizations (CBOs). OSSE will further develop resources, trainings and outreach to support literacy rates across the District through the strengthening of investments in implementing the Literacy Task Force recommendations and Structured Literacy legislation.

**Start Date:** July 1, 2024

**Planned Completion Date:** June 30, 2026

**Current Project Phase:** Execution

**Project Status:** Literacy professional learning continues to be offered to all LEAs through the Learning Management System (LMS). The Science of Reading (SoR) and structured literacy training remain top options for LEAs when looking for coursework related to SoR. Adolescent training is available via the LMS. Additional training was offered to school leaders on understanding and implementing the structured literacy walkthrough tool and was met with great success and desire for additional offerings. The kindergarten structured literacy walkthrough tool pilot has provided 10 educators, across 5 LEAs access to intensive professional learning and training focused on the walkthrough tool. The dyslexia awareness training was released on July 30, 2025 for the 25-26 school year. Two in-person trainings were offered at OSSE to provide an alternate training modality. As of Oct. 6, 2025, over 9,000 educators have completed the dyslexia awareness training.