



Office of the State Superintendent of Education

OSSE (GD)

MISSION

The Office of the State Superintendent of Education ensures educational excellence to all District residents through exceptional leadership and service.

SUMMARY OF SERVICES

The Office of the State Superintendent of Education (OSSE) serves as the District's State Education Agency. As such, OSSE has oversight responsibility over all local education agencies (LEAs), including DCPS and all public charter schools. OSSE is charged with setting state academic standards, developing annual assessments that align to those standards, ensuring compliance with federal grant requirements, including No Child Left Behind (NCLB) and Individuals with Disabilities Education Act (IDEA), and providing intervention and assistance to all LEAs in order to improve the level of instruction across the District.

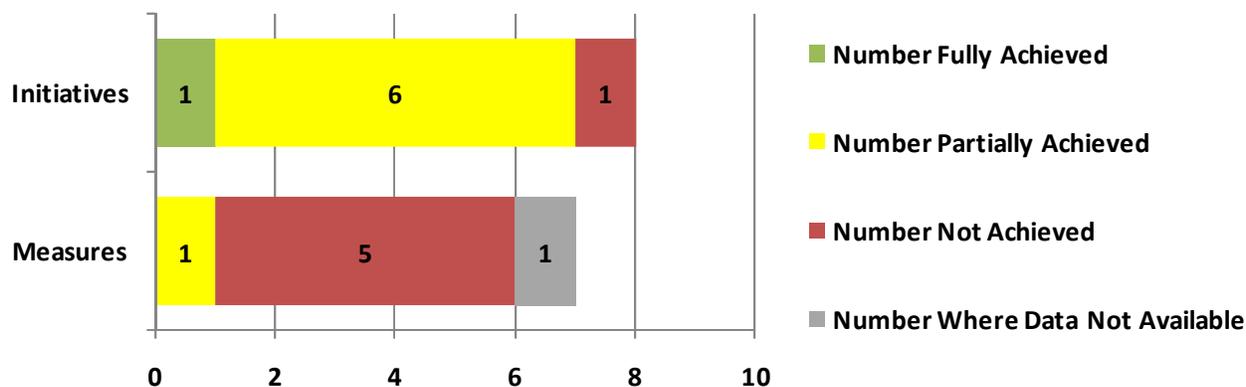
AGENCY OBJECTIVES

1. Concretely evaluate and measure educational programs for effectiveness to provide educators and policymakers with the information they need to improve the District's schools.
2. Help learners prepare for and meet the demands of postsecondary education and the labor market.
3. Improve literacy levels to break the illiteracy cycle.
4. Re-engineer special education to improve service delivery mechanisms and remediate actions that have resulted in poor service delivery and IDEA "high-risk" designation by the U. S. Department of Education.

ACCOMPLISHMENTS

- ✓ Successful merger of state functions into the OSSE
- ✓ Advancing administrator and teacher licensure regulations and redefining Highly Qualified Teacher status
- ✓ Streamlining Application for NCLB Programs

OVERVIEW OF AGENCY PERFORMANCE





Performance Initiatives – Assessment Details

Performance Assessment Key:

-  Fully achieved  Partially achieved  Not achieved  Data not reported

OBJECTIVE 1: Concretely evaluate and measure educational programs for effectiveness to provide educators and policymakers with the information they need to improve the District's schools.

-  **INITIATIVE 1.1: Design and develop a statewide longitudinal data (SLED) warehouse that will make it possible to track student progress from preschool through postsecondary education and beyond.**
Partially Achieved. The OSSE successfully chose a vendor, garnered contract approval from Council, and began the project planning process. Additionally, the OSSE built the technical infrastructure for the Unique Student Identifier 1.0 and the Direct Meal Certification 1.0 functions.
-  **INITIATIVE 1.2: Institutionalize EdStat to accurately measure and improve the performance of programs newly integrated into the OSSE.**
Partially Achieved. The EdStat process was implemented in FY08 and supported the OSSE's Higher Education Finance and Support team's efforts to process a record number of DC One Applications. In February, EdStat was halted in order to focus on the agency's strategic planning exercise in order to ensure that all OSSE staff have clear expectations.

OBJECTIVE 2: Help learners prepare for and meet the demands of postsecondary education and the labor market.

-  **INITIATIVE 2.1: Implement a statewide system of support to local education agencies and schools to increase the number of students that meet state academic standards.**
Partially Achieved. The OSSE has been working with the US Department of Education to revamp our Statewide System of Support and Intervention.
-  **INITIATIVE 2.2: Align learning and knowledge standards with formative and summative assessment expectations.**
Not Achieved. OSSE altered its course of action and opted not to pursue this initiative in order to allow the DCCAS to mature for a third year. This provided practitioners with additional year to familiarize themselves with the assessment, which may be reflected in this year's increases scores.
-  **INITIATIVE 2.3: Meet the U. S. Department of Education's expectations for the number of high-quality teachers in the District of Columbia by establishing guidance on how educators are selected, prepared, assigned and professionally developed.**
Partially Achieved. While OSSE did not meet the US Department of Education's expectations for the number of highly qualified teachers in DC, it did develop and garner approval from the State Board of Education on new definitions for educator licensure and highly qualified teacher status, which are in line with best practice and research and will enable DC to meet the US Department of Education's standards in future years.



OBJECTIVE 3: Improve literacy levels to break the illiteracy cycle.

● INITIATIVE 3.1: Launch a citywide program to promote reading for young children and families.

Fully Achieved. In order to promote and improve literacy in DC, OSSE sub-granted \$8,624,522 to LEAs and adult literacy providers through its Reading First, Even Start, and Adult Literacy federal grants.

OBJECTIVE 4: Re-engineer special education to improve service delivery mechanisms and remediate actions that have resulted in poor service delivery and IDEA “high-risk” designation by the U. S. Department of Education.

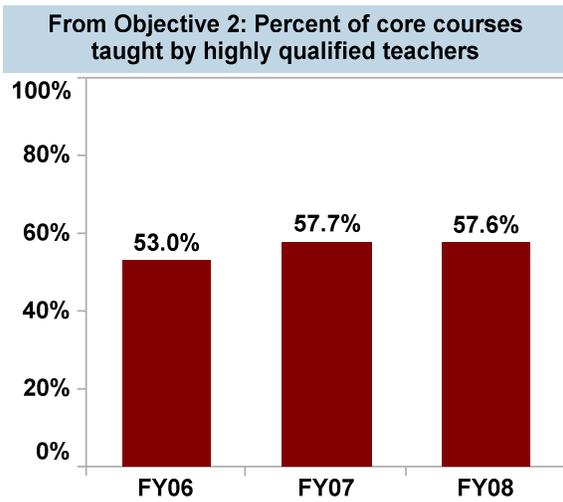
● INITIATIVE 4.1: Build capacity to support and empower each LEA to improve services that identify and build upon the unique strengths of every special education student.

Partially Achieved. The OSSE held the first ever statewide conference on inclusion, which included training sessions by national leaders. All District special education LEAs participated in the conference.

● INITIATIVE 4.2: Ensure compliance with IDEA performance and reporting requirements.

Partially Achieved. OSSE built the first phase of the Special Education Data System, which will significantly improve OSSE and its LEA’s ability to obtain accurate and reliable data on students with special needs in the District. Additional phases will be rolled out in FY09.

Key Performance Indicators – Highlights



Graph not available at the time of publication for:
Percent of appropriately licensed teachers

↑
NOT ACHIEVED
 ↓

↑
NOT RATED
 ↓

More About These Indicators:

How did the agency's actions affect this indicator?

The State Board of Education approved a new definition of Highly Qualified Teacher (HQT), which will take effect in the 08-09 school year. This new definition will significantly increase the number of HQTs in public schools. It is also more closely aligned with the No Child Left Behind Act.

The new definition:

- Ensures that candidates have subject matter knowledge, strong academic backgrounds, and relevant pedagogical trainings and
- Provides LEAs with maximum flexibility in selecting and placing candidates once competency is demonstrated

What external factors influenced this indicator?

- Teachers who pursued and took the tests to demonstrate subject-matter and pedagogical competency
- The availability of tests offered by ETS, the company that administers the tests
- The availability of teacher training and development programs by local providers
- Efforts on the part of LEAs to appropriately assign teachers to courses in which they are licensed to teach

How did the agency's actions affect this indicator?

- OSSE proposed regulatory changes, which would take effect in the 08-09 school year. These regulatory changes will increase the number of appropriately licensed teachers by increasing opportunities to become eligible for licensure to candidates who demonstrate subject-matter and pedagogical expertise.

What external factors influenced this indicator?

- Teachers who pursued and took the tests to demonstrate subject-matter and pedagogical competency
- The availability of tests offered by ETS, the company that administers the tests
- The availability of teacher training and development programs by local providers



Key Performance Indicators – Details

Performance Assessment Key:				
● Fully achieved	● Partially achieved	● Not achieved	● Data not reported	

	FY06 Actual	FY07 Actual	FY08 Target	FY08 Actual	FY09 Projection
OBJECTIVE 1: Concretely evaluate and measure educational programs for effectiveness to provide educators and policymakers with the information they need to improve the District’s schools.					
<i>None reported for this objective</i>					
OBJECTIVE 2: Help learners prepare for and meet the demands of postsecondary education and the labor market.					
● Percent of core courses taught by highly qualified teachers.	53.0%	57.7%	100%	57.6%	100%
● Percent of students (Elementary) scoring proficient and above for English Language Arts.	36.8%	37.7%	60.5%	45.2%	60.5%
● Percent of students (Elementary) scoring proficient and above for Mathematics.	26.4%	30.0%	55.2%	40.4%	55.2%
● Percent of students (Secondary) scoring proficient and above for English Language Arts.	31.7%	33.9%	57.6%	41.8%	57.6%
● Percent of students (Secondary) scoring proficient and above for Mathematics.	25.6%	32.0%	55.4%	40.6%	55.4%
OBJECTIVE 3: Improve literacy levels to break the illiteracy cycle.					
● Percent of adult learners served by community-based organizations who were both pre- and post-tested, and received the requisite minimum 12 hours of instruction that advanced at a minimum one functional literacy level	79.4%	78.7%	82.0%	81.9%	85.0%
OBJECTIVE 4: Re-engineer special education to improve service delivery mechanisms and remediate actions that have resulted in poor service delivery and IDEA “high-risk” designation by the U. S. Department of Education.					
● Percentage of districts wherein children with disabilities are meeting the state’s AYP targets	N/A	16.0%	27.0%	N/A	38.0%