



**FY09 PERFORMANCE PLAN**  
**The Office of the State Superintendent of Education**

**MISSION**

The Office of the State Superintendent of Education sets high expectations, provides resources and support, and exercises accountability to ensure that all residents receive an excellent education.

**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 the OSSE oversight responsibility over all federal education programs and related grants administered in the District of Columbia. The OSSE has responsibility for setting state level standards aligned with school, college and workforce readiness expectations; providing the resources and supports to assist childcare, pre-k, and adult education providers and Local Education Agencies (LEAs) in achieving these objectives; ensuring the state tracks and makes available accurate and reliable data and assessing meaningful state-level sanctions and interventions to ensure quality and compliance with both state and federal law.

**OBJECTIVE 1: Improve the timeliness and accuracy of special education information, as well as to monitor due process complaints, hearings, hearing officer decisions, and settlement agreements and their implementation.**

The OSSE will undertake a number of initiatives in FY09 to improve special education service delivery systems in the District.

**INITIATIVE 1.1: Initiate the Special Education Data System (SEDS) and establish a reliable online IEP process.**

**INITIATIVE 1.2: Assume the transportation-related services functions and continue to develop the supports necessary to ultimately return special education transportation to complete District Government control.**

**INITIATIVE 1.3: Establish and employ a Continuous Improvement Monitoring System to ensure LEA accountability and to provide LEAs with meaningful data, analysis and technical assistance.**

**INITIATIVE 1.4: Sponsor and provide technical support to LEAs to enhance the quality and availability of programs available to students with disabilities, including Full Service Schools and an Incentive Seats pilot to encourage students to return to public schools from nonpublic schools.**

**OBJECTIVE 2: Reform processes and procedures related to the management of Federal Grants to ensure continued and increased access to federal resources and initiatives to improve education.**

The OSSE will focus its efforts in FY09 on creating the infrastructure necessary to manage its federal grants effectively, which entails prioritizing the work of its programs to focus first on federal requirements.

**INITIATIVE 2.1: Develop new guidelines for managing and maintaining necessary federal documentation, and implement an interim data-collection solution for improved federal reporting until the State Longitudinal Education Data System is in place.**



**INITIATIVE 2.3: Establish a new application and reporting process for subgrantees that meets federal program and fiscal requirements and articulates state-level priorities.**

**INITIATIVE 2.4: Provide technical assistance to and monitoring of subgrantees to ensure compliance with the new requirements.**

**OBJECTIVE 3: Implement a statewide longitudinal data system (SLED) to serve as a unified repository of data needed to improve education planning, management, reporting, instruction and evaluation.** The SLED is designed to combine these methods into a single “data repository” – an electronic source of data from ALL DC schools -- pre-K through college, including public and charter schools.

**INITIATIVE 3.1: Establish Unique Student Identifiers (USI) for each student to track enrollment and movement, and to allow important data to follow students as they progress throughout their academic careers.**

**INITIATIVE 3.2: Create dashboards and new school report cards that will enable teachers and school leaders to view student data and make meaningful instructional decisions based on particular student needs.**

**OBJECTIVE 4: All District of Columbia children will be prepared for school.**

**INITIATIVE 4.1: Early Child Care and Learning: Expand access to high-quality early child care and learning opportunities to eligible children from birth through kindergarten entrance.** In order to ensure that all infants and toddlers are prepared for school, young children must participate in early learning programs that are aligned with pre-k standards. The OSSE will improve the quality of early learning programs by:

- Reviewing and improving current licensure requirements,
- Providing training and technical assistance to providers and
- Designing and implementing a District-wide early care and education management information system to monitor providers and to inform parents’ decisions.

**INITIATIVE 4.2: Effective Pre-k Programs: Improve the quality and accessibility of pre-k programs available to children ages 3-5 and their families by:**

- Developing high-quality content and program standards that are aligned with kindergarten through grade three.
- Monitoring providers and programs and provide training and technical assistance to improve pre-k program quality and effectiveness.

**OBJECTIVE 5: All District of Columbia students will receive an excellent education that prepares them for success in college, careers and life.** Pursuant to the No Child Left Behind (NCLB) Act of 2001, OSSE will develop content and achievement standards and ensure that schools and LEAs meet these standards through a robust system of assessment and accountability. OSSE will also ensure public education consumers are provided with all the necessary information needed to make informed educational decisions.



**INITIATIVE 5.1: Rigorous Content for All: Ensure all students receive rigorous content and instruction.**

- The OSSE will ensure alignment of its assessments to state content standards; administer the assessments in all LEAs; disseminate the information in accordance with federal law and in ways that can be more easily interpreted and understood; use the data to conduct annual reviews of LEAs and appropriately place under-performing LEAs and, where appropriate, schools in the appropriate levels of improvement.
- Obtain State Board of Education approval for world languages and early learning standards.
- Provide the appropriate supports and interventions to LEAs and schools in improvement and ensure that review, accountability and improvement plan information is shared with parents in accordance with federal laws.
- Provide resources and support to all LEAs and schools through the administration and oversight of the appropriate federal grants, technical assistance, an improved OSSE website and an on-line item bank to support the creation of formative assessments.
- Develop and implement a growth model in order to more accurately, reliably and fairly measure student progress and school effectiveness.

**INITIATIVE 5.2: Family and Community Engagement: Ensure that students' families, policymakers and the community have the necessary information and opportunities to be consumers of, supporters of and participants in public education.**

- To better serve parents and the community in FY09, the OSSE will update its website to contain parent guides to state learning content standards and information regarding the state's responsibilities, programs, and initiatives.
- Draft new, easy-to-read supplemental report cards to help parents identify students' areas of academic achievement and train parents on how to access, analyze and use the student achievement and report card data to improve academic performance.

**INITIATIVE 5.3: Educator Quality: Increase the number of effective educators in all public schools in the District of Columbia.** In FY09, the OSSE will improve its compliance status with highly qualified teacher requirements outlined in NCLB and improve the quality of educators in DC by:

- Revising educator licensure requirements to allow licensure of individuals from various backgrounds who have demonstrated proficiency in their subject areas and have received state-approved training to become educators.

**INITIATIVE 5.4: Student Health and Wellness: Improve health and wellness outcomes for all students and combat child obesity.**

- Monitor LEA implementation against state health and physical education standards.



- Partner with the Department of Health to gather Body Mass Index (BMI) data on a pilot group of students, with the intention of expanding data collection over the coming years.
- Ensure the proper administration of the bi-annual Youth Risk Behavior Survey (YRBS) to assess prevalent risky behaviors and provide technical assistance based on survey results to encourage the promotion of safe and healthy choices.

**OBJECTIVE 6: All District of Columbia residents will be successful in the 21st century economy.**

**INITIATIVE 6.1: College Awareness, Access and Success: Ensure District students have the information and resources needed to succeed in college.**

Maximize the number of eligible DC residents receiving state-sponsored scholarship grants, including District of Columbia Tuition Assistance Grants (DCTAG) and DC Leveraging Educational Assistance Partnership Program (DCLEAP).

**INITIATIVE 6.2: Adult Literacy and Education: Expand access to high quality education for adult learners.**

Establishment of new provider and educator performance and accountability standards to measure the effectiveness of current programs and to determine which programs should be targeted for expansion through funding and other resources.



**PROPOSED KEY PERFORMANCE INDICATORS**

Measure	FY07 Actual	FY08 Target	FY08 YE Actual	FY09 Projection	FY10 Projection	FY11 Projection
<b>Objective 1</b>						
Percentage of providers meeting national accreditation standards	35.4%	40%	Available Dec. 1	45%	50%	55%
Percentage of pre-k classrooms deemed exemplary according to the program quality report card	New Measure	New Measure	75%	77%	80%	84%
<b>Objective 2</b>						
Percent of students graduating from high school within four years *The OSSE is in the process of adopting the National Governors' Association's graduation rate calculation methodology	N/A	N/A	67%	Establish new baseline*	+5 percentage points over previous year	+5 percentage points over previous year
Percent of LEAs making progress under NCLB regulations	N/A	N/A	34%	45%	56%	67%
Percent of elementary students scoring proficient or above on DC-CAS English Language Arts Assessment	N/A	N/A	45.5%	60.53%	73.69%	73.69%
Percent of elementary students scoring proficient or above on DC-CAS Math Assessment	N/A	N/A	40.7%	55.21%	70.14%	70.14%
Percent of secondary students scoring proficient or above on DC-CAS Math Assessment	N/A	N/A	40.90%	55.41%	70.27%	70.27%
Percent of fourth-grade students scoring at or above proficient on the NAEP Reading Assessment	18	Test administered every two years		26	N/A	34
Percent of fourth-grade students scoring at or above proficient on the NAEP Math Assessment	17	Test administered every two years		25	N/A	33
Percent of eighth-grade students scoring at or above proficient on the NAEP Reading Assessment	13	Test administered every two years		21	N/A	29
Percent of eighth-grade students scoring at or above proficient on the NAEP Math Assessment	9	Test administered every two years		17	N/A	25
Percent of core courses taught by highly qualified teachers	N/A	N/A	57.8%	100%	100%	100%
Percent of appropriately licensed teachers *DCPS only – current regulations do not apply to charter schools	N/A	N/A	85%	88%	91%	94%
Percent of appropriately licensed principals and assistant principals *DCPS only – current regulations do not apply to charter schools	N/A	N/A	New measure	Establish baseline	+5 percentage points over previous year	+5 percentage points over previous year
Percent of public charter schools making adequate yearly progress	N/A	N/A	27%	39%	51%	63%
<b>Objective 3</b>						



Percent of DC residents holding, at minimum, a GED according to the annual US Census Bureau's American Community Survey	N/A	N/A	86.18%	87.18%	88.18%	89.18%
Percent of adult learners served by the OSSE-funded community-based Adult and Family Education programs who were both pre- and post-tested, and received the requisite minimum 12 hours of instruction that advanced at minimum one functional literacy level	78.73%	82.0%	Available Oct. 1	85%	88%	91%
<b>Objective 4</b>						
Percent of districts wherein children with disabilities are meeting the state's AYP targets.	16%	27%	Available Oct. 1	38%	49%	60%