FY 2014 PERFORMANCE PLAN
Office of the State Superintendent of Education

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 GO0), *Non-public Tuition* (Agency Code GN0), and administers the *District of Columbia Public Charter Schools Payments* (Agency Code GC0).

PERFORMANCE PLAN DIVISIONS[1]

- Office of the Director[2]
- Office of the Chief Operating Officer
- Early Childhood Education[3]
- Office of Elementary and Secondary Education
- Post-Secondary Education and Career Readiness
- Office of Special Education

---

[1] For the purposes of the FY14 Performance Plan, the General Education Tuition (D200) is not included as a separate Division because it is a line item in the budget for making general education tuition payments for children who are wards of the District enrolled in non-DC Public Schools based on the location of their foster home. The budget Division does not include any FTEs and is only used for budgeting purposes.

[2] For the purposes of the FY14 Performance Plan, the Office of the Director (D100) includes the Agency Financial Operations (100F) and the Office of the Chief Information Officer (D400).

[3] This Division is commonly referred to as the Division of Early Learning.

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

1

AGENCY WORKLOAD MEASURES

Measures	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual
Number of child care facilities	459	500	497
Number of child care professionals working in child care facilities	2,200	2,332	2,685
Number of infants & toddlers served	5,000	5,080	6,457
Number of children served by child development centers [One City Action Plan Action 2.1.4]	11,035	13,393	12,000
Number of students participating in PK3 & PK4 programs	10,093	12,857	13,182
Number of PK-12 Local Education Agencies	53	54	59
Number of PK-12 schools	217	220	226
Number of PK-12 teachers	5,709	6,059	5,949
Number of PK-12 students (including adults)	74,977	76,753	80,291
Percent of PK-12 students qualified for free and reduced lunch	72%	72%	76.40%
Number of PK-12 female students	37,869	38,791	40,523
Number of PK-12 male students	37,108	37,947	39,768
Number of PK-12 American Indian students	54	64	84
Number of PK-12 African American students	57,292	57,404	56,804
Number of PK-12 Hispanic students	10,614	11,304	10,590
Number of PK-12 White students	5,130	5,702	6,370
Number of PK-12 English Language Learners	6,238	6,891	6,207
Number of students with IEPs	11,947	12,552	10,644
Number of students with IEPs served in public placements	9,793	10,726	10,796
Number of students with IEPs attending in non-public placements	2,043	1,822	1,179
Number of identified English Learners, homeless, home school, neglected, and delinquent students (combined)	10,071	9,045	10,376
Number of high school graduates	2,963	3,777	3,929
Number of high school graduates enrolling in college within 1 year of graduation	1,033	1,115	1,535
Number of students who complete two or more courses as part of a CTE sequence of courses	6,578	7,215	10,644
Number of programs of study offered in OSSE funded CTE programs	36	45	56
Percent of high school seniors completing a DC TAG application	36%	51%	47.72%
Number of students awarded DC TAG scholarship	5,101	5,158	5,258
Number of students testing for GED	587	889	NA
Number of adults participating in literacy programs	3,798	3,145	3,355
Number of licensed postsecondary programs	101	103	101

Office of the Director[4]

SUMMARY OF SERVICES
The Office of the Director provides executive leadership to the mission of the Office of the State Superintendent of Education. This division contains the following 3 activities:
- Office of the State Superintendent – establishes programmatic, public relations priorities and strategies for the agency, and oversees the performance metrics of all programs within OSSE; including State Superintendent's Support, Intergovernmental Affairs, Communications, and Grants Compliance & Management;
- Office of the Chief of Staff – establishes policy, programmatic, and public relations priorities and strategies for the agency, and oversee the performance metrics of all programs within OSSE; and
- Office of the Enterprise Data Management – works to integrate and effectively retrieve data for both internal applications and external communication. The overall key objective of this program area will be to focus on the creation of accurate, consistent, and transparent data content for all stakeholders.[5]

OBJECTIVE 1: 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 1.1: Increase the amount of OSSE exposure to stakeholders and enhance the quality/accessibility of current publications.
In FY13, OSSE communicated with stakeholders in a number of ways**.** For example, to better accommodate the needs of Local Education Agencies (LEAs), the *OSSE LEA Look Forward*, is a weekly bulletin designed to keep LEAs informed of upcoming events, key dates and pending federal and local deadlines. In FY14, OSSE is converting this publication to a web-based application to ensure that important communications will be delivered more seamlessly and readily accessible. OSSE will produce monthly electronic updates to key stakeholders including staff, parents and community based organizations and solicit quarterly stakeholder and LEA feedback that will be used to define OSSE's policies and practices. **Completion Date: September 30, 2014**.

INITIATIVE 1.2: **Host open-house events for parents.**
In FY13, OSSE held the 2nd Annual D.C. Parent Engagement Summit in which the agency provided information to and heard the concerns of over 200 parents. OSSE also attended various community meetings in D.C. to speak with parents and community members about what information is important to them when making decisions about their children's future. In FY14, OSSE will host 2 public open house events which will feature agency senior staff members responding to questions from stakeholders and parents. **Completion Date: September 30, 2014.**

---

[4] For the purposes of the FY14 Performance Plan, the Office of the Director (D100) includes the Agency Financial Operations (100F) and the Office of the Chief Information Officer (D400).

[5] One of the primary functions of a state education agency is to possess the ability to use data to improve academic outcomes. Due to the nature of the work, SEA administrators must have access to information technology to support LEAs. Therefore, the Office of Data Management and the Chief Information Office were added to this division.

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

3

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.

INITIATIVE 2.1: Implement an enterprise grants management system.
In FY13, OSSE began to internally coordinate the creation of a central grants management system. OSSE secured a vendor and held 13 internal working sessions to gather the necessary programmatic information for centralizing the agency's grants. In FY14, OSSE will implement the next phase of this initiative by piloting the system with several grants. **Completion Date: September 30, 2014.**

INITIATIVE 2.2: Continue and enhance the annual enrollment audit process.
In FY14, OSSE will continue its efforts to communicate enrollment audit procedures to Local Education Agencies (LEAs) and other stakeholders. OSSE will also investigate whether the required child count of special needs students can be conducted at the same time as the annual enrollment audit. **Completion Date: September 30, 2014.**

INITIATIVE 2.3: Improve the residency verification process.
In FY14, OSSE will improve the residency verification process by developing a process that removes investigation burdens from Local Education Agencies (LEAs). In FY14, the residency verification will be centralized and conducted by OSSE. Improving the residency verification will ensure that any students that are not DC residents and are required to pay tuition, are paying tuition. **Completion Date: September 30, 2014.**

INITIATIVE 2.4: Improve policy development and implementation
In FY13, OSSE reorganized the latent Policy and Legislation Committee to be a cross-functional team. In FY14, this committee will develop a comprehensive review of all policies that are pending and under development in OSSE. The Committee will then use a proposal tracking mechanism to keep track of what policies are implemented and adopted. **Completion Date: September 30, 2014.**

INITIATIVE 2.5: Exit federal high-risk status.
The District of Columbia is continuing to work towards exiting the high risk status designated by the U.S. Department of Education. In FY14, OSSE will work with two firms in a strategic effort to exit the high risk designation. One firm will assist with internal capacity building in the agency while the other firm will assist OSSE with compliance efforts. **Completion Date: September 30, 2014.**

INITIATIVE 2.6: Implement the District's indirect cost plan.
In FY13, OSSE submitted an indirect cost claiming process to the U.S. Department of Education for final approval. In FY14, OSSE will ensure that all departments comply with the process and respond to any follow-up requests from the U.S. Department of Education. OSSE anticipates that the U.S. Department of Education will issue a decision on the proposed plan in early FY14. Completion Date: September 30, 2014.

INITIATIVE 2.7: Centralize IT support and infrastructure.
In FY14, OSSE will centralize all IT initiatives, contract staff, technical contracts and technical procurements within the Office of the Chief Information Officer. 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 core technologies using the standards adopted by the Office of the Chief Technology Officer for hardware, software, and data. **Completion Date: September 30, 2014.**

INITIATIVE 2.8: Develop a comprehensive IT handbook.
In FY14, OSSE will work with the Office of the Chief Technology Officer to publish a comprehensive handbook of IT standards for all OSSE employees and contractors. Technology staff will develop and disseminate these standards via internal meetings. The team will annually evaluate the toolset to ensure that it is maintained and follows industry best practices**. Completion Date: September 30, 2014.**

INITIATIVE 2.9: Become a clearinghouse for best practices.
In FY13, OSSE contracted with several research firms including Mathematica and the American Institutes of Research to conduct a number of studies. One particular study examined whether there were differences in teacher quality across D.C. wards. Now in FY14, OSSE will expand these relationships by working with the National Center for Education Statistics and other statistical research firms to gather quantitative data on the effect that various interventions have on student academic performance. OSSE will also obtain research from the U.S. Department of Education's What Works Clearinghouse to learn more about possible school turnaround models that are scalable. **Completion Date: September 30, 2014.**

INITIATIVE 2.10: Consolidate unique data sets for improved data analytics.
In FY14, OSSE will develop stronger linkages between existing educational data sets and ensure that the unique student ID and educator IDs follow the students and educators throughout their educational career. OSSE will also link all data sets so that analysis or research can be performed across program areas. **Completion Date: September 30, 2014.**

INITIATIVE 2.11: Improve the data collection process.
In FY13, OSSE simplified and standardized the data collection process for Local Education Agencies (LEAs) by centralizing the data collection process with one team. The process is now more efficient and is helping to prevent duplication of effort. In FY14, OSSE will continue this effort by assigning a single point of contact for each LEA. This point of contact will help LEA's comply with necessary data collections, including the use of an automated data collection tool to support the collection of certain data in real time. **Completion Date: September 30, 2014**.

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

5

INITIATIVE 2.12: Improve data quality

In FY14, OSSE will enhance the current error reporting process. For example, OSSE will identify new quality checks for assessment, attendance, and discipline data beyond the demographic checks currently in place. Additionally, OSSE will develop a monthly check-in process with all data producers to review error reports. **Completion Date: March 30, 2014.**

INITIATIVE 2.13: Enhance LEA report cards.

LearnDC offers a wealth of information about each public school and public charter school in DC, from test scores and graduation rates to program offerings, enrollment trends and more. Data for each school is provided via a school overview, report card, and school profile. In FY14, OSSE will roll out an enhanced version of school and Local Education Agency (LEA) report cards that will allow direct comparisons of schools and provide additional data elements, such as attendance/suspension data. **Completion Date: June 30, 2014.**

INITIATIVE 2.14: Program Evaluation.

Support the Pathways evaluation of high school completion efforts in DC and provide a snapshot of the status of disconnected youth. Identify potential metrics to evaluate impact of changing high school and disconnected youth programs. **Completion Date: June 30, 2014**

KEY PERFORMANCE INDICATORS – Office of the Director

Measure	FY 2012 Actual	FY 2013 Target	FY 2013 YTD[6]	FY 2014 Projection	FY 2015 Projection	FY 2016 Projection
Percent of LEAs visited	71%	80%	90%	85%	85%	85%
Number of A133 Audit findings[7]	5	4	16	3	2	2
Percent of OSSE program areas with assigned USIs and UESIs in all data sets	NA	60%	83%	85%	85%	85%
Percent of helpdesk calls answered within SLA	95%	95%	96%	95%	95%	96%
Percent uptime of OSSE servers against SLA	100%	100%	100%	100%	100%	100%
Percent of user requests via the services portal solved and closed within 5 days of receipt	84%	95%	93%	95%	95%	95%
Percent of funds reimbursed within 30 days of receipt of invoice	92%	93%	100%	100%	100%	100%

---

[6] Data is accurate as of the third quarter of 2013.

[7] Findings are determined one year after fiscal year.

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

6

Office of the Chief Operating Officer

SUMMARY OF SERVICES
The Office of the Chief Operating Officer (OCOO) is responsible for delivering cutting edge customer analytics, operational excellence and human capital management. The OCOO will drive and uphold brand promise through strong operational standards and systems to support an innovative vision, track efficiencies and progress, as well as coach and motivate teams to the achievement of all goals. The OCOO provides comprehensive support related to human resources, procurement, student hearing office, operations, customer service, and day-to-day functions of the agency including, facilities management, general operations, correspondence, tuition processing, and workforce development.

OBJECTIVE 1: Support and align agency personnel and resources to promote and achieve the agency's mission.

INITIATIVE 1.1: Develop a Strategic Human Capital Plan
OSSE will conduct quarterly meetings to set priorities, focus energy and resources, strengthen operations, create common goals, identify outcomes and adjust the organization's direction in response to a changing environment. The Strategic Human Capital Plan sets forth the framework for managing the OSSE human capital system through 2015. This Plan will help develop the most highly-qualified, capable, and flexible workforce, beginning with hiring reform as a cornerstone of transformation. **Completion Date: September 30, 2014**

INITIATIVE 1.2: Develop a Labor-Management Partnership Council.
In FY14, OSSE will conduct quarterly meetings between labor unions and OSSE management to improve communication and processes between both parties. The partnership provides the a structure for a Labor Management Partnership Committee (LMPC) to meet on a regular basis to develop solutions and recommendations to better carry out the Agencies mission, to exchange information as expeditiously as possible and to make a good faith effort to discuss and resolve issues concerning proposed changes in conditions of employment. **Completion Date: September 30, 2014**

INITIATIVE 1.3: Expand course offerings for all OSSE employees to drive continuous improvement in performance.
In FY14, OSSE will expand course offerings for all OSSE employees to gain transferrable skills to contribute to their professional development and advancement. For example, OSSE will ensure that 100% of staff working on the program aspects of establishing acquisitions are properly trained in how to write scopes of work effectively. Program staff will partner with the OSSE University to ensure all agency employees participating in the procurement process understand acquisition, requisitions and the process of writing and submitting scopes of work**. Completion Date: September 30, 2014.**

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

7

INITIATIVE1.4: Complete a recruitment analysis and develop a recruitment strategy to close mission critical skills, knowledge and competency gaps/deficiencies. In FY14, OSSE will continue to conduct an ongoing analysis of the recruitment process to reduce the amount of time it takes to fill vacant positions. In addition, OSSE will create a more aggressive recruitment strategy to recruit high quality candidates for outstanding vacant positions. This effort will be supported by conducting semi-annual recruitment fairs to find the best candidates for OSSE positions**. Completion Date: September 30, 2014**

OBJECTIVE 2: Provide high-quality internal and external customer service.

INITIATIVE 2.1: Improve the Freedom of Information Act (FOIA) process.
In FY14, 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. In order to ensure FOIA requests are fulfilled in a timely manner and meet all necessary criteria, each division designates a FOIA lead. In addition, an electronic tracking system to provide alerts to program leads to ensure we provide information to our constituents timely. **Completion Date: December 30, 2013**

INITIATIVE 2.2: 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 Specialist (HR) handling employee relations matter. **Completion Date: September 30, 2014**

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

INITIATIVE 3.1: Increase participation in due process mediations.
In FY14, OSSE will seek to increase participation in mediations. OSSE's goal is to ensure that 20% of the due process complaints received per month use mediation as an alternative to going to a hearing. In FY13, less than 3% of the cases went to mediation. In support of this initiative, OSSE will provide on-site/off-site support and assistance to families of children with special needs to inform them of the benefits of mediation. **Completion Date: September 30, 2014**

INITIATIVE 3.2: Increase the number of Facilitated Resolution Meetings
This initiative supports federal, local and judicial guidance to provide a wider range of Alternative Dispute Resolution (ADR) services to children and families in the District of Columbia. It will enhance the OSSE's ADR offerings and will give children and families a range of avenues to resolve education-related disputes. The OSSE expects to increase Facilitated Resolution Meetings (FRM) participation to 30% of the approximately 60 due process complaints filed per month using a facilitator in resolution meetings. Since the

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

8

FRM pilot in May 2013, OSSE averages 3 FRMs per month. Participation in FRMs will be increased by providing training and technical assistance to facilitators to improve the program and re-brand the FRM service to assist families in understanding the objective of the facilitator. **Completion Date: September 30, 2014.**

INITIATIVE 3.2: Develop and implement a strategic communications plan to engage Families and Local Education Agencies (LEAs).
In FY14, OSSE will ensure that families and LEAs are aware of the services available for dispute resolution. An "Open House" is planned to introduce the dispute resolution services to families and LEAs and the office will be renamed to emphasize the focus on dispute resolution, OSSE will to liaise with LEAs, PCSB, local parent advocacy groups, and establish parent focus groups to encourage and inform parents to take advantage of the services offered by OSSE. **Completion Date: September 30, 2014**

KEY PERFORMANCE INDICATORS - Office of Chief Operating Officer

Measure	FY 2012 Actual	FY 2013 Target	FY 2013 YTD[8]	FY 2014 Projection	FY 2015 Projection	FY 2016 Projection
OSSE's employee retention rate	88%	87%	97%	88%	89%	90%
Increase in customer service approval rating over prior year	4	4	5.6	4.5	5	6
Percent of OSSE employees trained in the procurement process	2%	75%	44%	80%	85%	90%
Percent of positions filled and or reclassified within 60 days	91%	80%	83%	85%	90%	92%
Percent of procurements less than $25,000 completed within 10 days	67%	80%	76%	90%	95%	95%
Percent of timely IDEA due process hearings	100%	100%	73%	80%	85%	90%
Percent of complaints referred to mediation	NA	NA	3%	20%	25%	30%
Percent of complaints referred to Facilitated Resolution Meetings	NA	NA	NA	30%	35%	40%

---

[8] Data is accurate as of the third quarter of 2013.

Office of the State Superintendent of Education　　　　　　　　　　*FY 2014 Performance Plan*
Government of the District of Columbia　　　　　　　　　　　　　　*Published: February 2014*

9

Office of Early Childhood Education[9]

SUMMARY OF SERVICES
The Office of Early Childhood Education, commonly referred to as the Division of Early Learning (DEL), provides leadership and coordination to ensure access to high-quality early childhood development programs for District children from birth to kindergarten entry.

Objective 1: Provide a high-quality, safe and healthy early care and education opportunity 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: Internal organization alignment.**
> Realign OSSE staffing, systems, and processes to improve internal and external communication and services for Early Childhood programs. Develop and implement a comprehensive plan for development of cross functional teams, including staff with expertise in Common Core Early Learning Standards, Subsidy, Licensing, Eligibility, and Early Intervention, to assess and support quality improvement in specific wards to increase the number of bronze to silver tier facilities. **Completion Date: September 30, 2014.**
>
> **INITIATIVE 1.2: Expand QRIS to include license exempt programs (public pre-K) and non-subsidy licensed programs to participate on a voluntary basis.**
> Create meaningful incentives and pathways for public pre-K and non-subsidy programs to support quality improvement. Currently, only childcare providers in subsidy program participate in the QRIS. **Completion Date**: **September 30, 2014.**
>
> **INITIATIVE 1.3: Ensure Quality Rating Improvement System (QRIS) framework is directly linked to positive outcomes for children and families in community based organizations and LEAs (One City Action Plan Action 2.1.3 and Indicator 2B; and Sustainable DC Plan Equity and Diversity Action 1.2).**
> As outlined in the One City Action Plan in FY13, OSSE will enhance the Quality Rating and Improvement System (QRIS) to assess and improve the quality of early and school age care and education programs. By 2014, at least 50% of early childhood and development programs will meet the highest quality standards. By participating in the QRIS, early-care education providers will embark on a path of continuous improvement. **Completion Date**: **September 30, 2014.**
>
> **INITIATIVE 1.4: Ensure universal access to high quality early childhood education programs in community based organizations and family home providers**.
> Establish accreditation cohorts and assist providers at the bronze tier to increase quality by providing ongoing coaching, mentoring and technical assistance to the cohort. 55% of child care providers are at the bronze tier and these initiatives will enable 50% of these providers to move up the tiers from bronze, to silver, to gold with OSSEs support. **Completion Date: September 30, 2014.**

---

[9] This Division is commonly referred to as the Division of Early Learning.

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

10

Objective 2: Support early care and education professionals with targeted and intentional professional development and technical assistance.

INITIATIVE 2.1: Higher Education Linkages
Align higher education coursework and credentials to Common Core Early Leaning Standards for all institutions in the District of Columbia. **Completion Date: September 30, 2014**

INITIATIVE 2.2: CTE Early Childhood Career Academy
Develop a framework for high school students to receive a Child Development Associate (CDA) certificate while in high school to further enable them to enroll in an AA program with a scholarships through TEACH. The T.E.A.C.H. Early Childhood Project currently gives scholarships to child care workers to complete course work in early childhood education and to increase their compensation.
Completion Date: September 30, 2014

Objective 3: Inform parents, families and the community about early learning.

INITIATIVE 3.1: Resource & Referral Expansion.
Expand resource and referral and consumer education activities that help families make informed decisions about programs that best meet their children's needs. OSSE currently has one resource & referral site and will expand to co-located resource and referral services at two existing DHS service centers.

Objective 4: Promote accountability and excellence; hold system accountable for results.

INITIATIVE 4.1: Kindergarten Entrance Assessment (KEA)
Implement a KEA to a sample of DCPS and charter schools for the purpose of conducting a pilot to evaluate the implementation needs of teachers/schools related to use of an observation-based assessment as a KEA. LEAs will volunteer to be part of the pilot and would have the license to use the assessment for the entire kindergarten year. Specifically, the pilot of assessment will inform the following:
   o Determine the training needs of teachers regarding observation-based assessment
   o Determine the effectiveness of teacher training based on the identified needs
   o Determine the appropriateness of the tool for the intended purpose
   o Determine if schools have the required technology and infrastructure to accommodate the use of the web-based tool
   o Determine how much time it takes to do the assessment per child
   o Determine if customization of the tool is required; particularly related to addressing teacher ease of use and burden
Completion Date: June 30, 2014.

INITIATIVE 4.2: Early Development Instrument (EDI)
Implement EDI to LEAs for the purpose of informing the planning process of early childhood strategies, policies and funding in the district. It measures children's readiness to learn in the school environment in five general domains: physical health and well-being; social competence; emotional maturity; language and cognitive development; and

communication skills in relation to developmental benchmarks rather than curriculum-based ones. **Completion Date: June 30, 2014**

Key Performance Indicators – Office of Early Childhood Education

Measure	FY 2012 Actual	FY 2013 Target	FY 2013 Actual	FY 2014 Projection	FY 2015 Projection	FY 2016 Projection
Number of affordable infant and toddler slots at child development centers (One City Action Plan Action 2.1.4)	5,080	5,150	6,457	6,500	6,700	6,900
Percent of gold level QRIS programs [One City Action Plan Action 2.1.3 and Indicator 2B]	35%	45%	38%	50%	55%	60%
Percent of silver level QRIS programs	15%	15%	10%	10%	10%	10%
Percent of bronze level QRIS programs	48%	40%	52%	45%	37%	20%
Percent of Directors, Teachers &Teacher Assistants in Professional Development Registry	3%	35%	22%	50%	70%	80%
Percent of teachers in early childhood programs who hold a Bachelor's degree in early childhood or related field	50%	50%	21%	100%	100%	100%
Percent of teachers in early childhood programs who hold an Associate Degree in early childhood education or a closely related field	45%	50%	29%	100%	100%	100%
Percent of teachers in early childhood programs who hold a Child Development Associate (CDA) Credential.	60%	75%	33%	45%	50%	55%
Number of parents using Resource and Referral	1,268	1,300	330	1,000	1,200	1,300
Percent of parents receiving information on and placement of children in QRIS rated programs.	NA	25%	5%	10%	20%	30%
Percent of timely licensing complaints inspections	90%	96%	90%	98%	100%	100%
Average response time for complaints	NA	72 hours	72 hours	48 hours	48 hours	40 hours

Office of the State Superintendent of Education *FY 2014 Performance Plan*
Government of the District of Columbia *Published: February 2014*

12

Office of Elementary and Secondary Education

SUMMARY OF SERVICES
The Office of Elementary and Secondary Education (ELSEC) sets standards and expectations, provides resources and support, and monitors implementation and outcomes, with a primary focus on building the capacity of Local Educational Agencies (LEAs) to help schools ensure that students complete the primary grades and graduate from high school with the necessary skills to succeed in college and careers. ELSEC implements programs and reforms under the Elementary and Secondary Education Act (ESEA) and Race To The Top. ELSEC also includes the Wellness and Nutrition Services division that provides comprehensive oversight of the U.S. Department of Agriculture child nutrition programs, the DC Healthy Schools Act, health education and the DC State Athletic Association.

OBJECTIVE 1: 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 1.1: Develop a complete set of Common Core State Standards (CCSS) documents for English Language Arts and Math that identify clear learning targets for students and how they should be assessed.**
> OSSE will develop tools and materials to assist LEAs with the implementation of CCSS. New materials will consist of deconstruction standards templates, processes, and training materials for LEAs and schools so that teachers and school leaders are prepared to make the instructional shifts required by the new standards and students are better prepared for new assessments based on CCSS. OSSE will also create numerous opportunities for LEAs to access training online using Learn DC, OSSE's common core web resource. **Completion Date: June 30, 2014.**

> **INITIATIVE 1.2: Develop and implement a plan to communicate key information on the transition to CCSS to increase understanding and collaboration among stakeholders.**
> OSSE will continue the development of a CCSS communication plan with a timeline for the website roll out, informational meetings, professional development and community outreach as part of the Race to the Top (RTTT) initiative. The goal of the communication plan is to inform stakeholders about the rationale for the CCSS changes. This plan will be implemented over the next three years as the transition to CCSS takes place. In FY14, information will continuously be provided about the implementation of the CCSS on the OSSE website and the Learn DC website. Furthermore, the Learn DC website will be expanded to include OSSE's statewide school report cards, which identifies each school against a quality index for the general public. **Completion Date: September 30, 2014.**

> **INITIATIVE 1.3: Define OSSE's and LEAs' role and responsibilities to support LEA implementation of CCSS in Reading, Language Arts and Mathematics and PARCC Assessments.**
> Building on work already completed in FY13, OSSE will facilitate sessions in FY14 with internal stakeholders and LEAs to create documented norms that define responsibilities

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

13

and goals. OSSE will then align roles and responsibilities to a theory of action. The defined roles will allow OSSE to communicate with LEAs in a manner that is timely and efficient for their operation. **Completion Date: December 31, 2013**.

INITIATIVE 1.4: Develop a transition plan for CCSS and Partnership for Assessment of Readiness for College Careers (PARCC) readiness.
OSSE will develop a detailed plan for transitioning to the CCSS and PARCC. The multi-year plan will include measurable goals, action steps, timelines, and staff responsibilities. This plan and/or an executive summary will be shared with LEAs and other stakeholders as a means to communicate OSSE's intentions, means of supporting local implementation, and process for holding itself accountable for results**. Completion Date: December 31 2013.**

OBJECTIVE 2: Ensure that all LEAs have tools and resources to attract, monitor, and retain the most effective educators and leaders.

INITIATIVE 2.1: Disseminate best practices for rigorous teacher and principal evaluation systems and monitor LEAs for effective implementation of high-quality evaluation systems.
In FY13, OSSE provided guidelines and support based on criteria outlined in the District's Elementary and Secondary Education Act (ESEA) flexibility waiver (State Education Plan) in consultation with the Human Capital Task Force and other stakeholders. OSSE managed a process for reviewing and approving participating LEAs' teacher and leader evaluation systems. In addition, OSSE continued to monitor the implementation of evaluation systems by RTTT participating LEAs. In FY14, OSSE will monitor the implementation of compliant evaluation plans for all schools. OSSE will establish a monitoring protocol that ensures that each LEA is implementing or piloting their chosen evaluation system with fidelity. OSSE will also continue to monitor each RTTT participating LEA's implementation of their chosen evaluation plan. **Completion Date: July 31, 2014.**

INITIATIVE 2.2: Increase efficiency by converting from a manual educator licensure process to an automated licensure process.
In FY14, licensure applicants will be able to apply and pay for educator licenses and evaluations online; and the public will be able to access licensure status information through an educator licensure look-up feature. A baseline application processing timeframe will be established in FY 14. The baseline will be the timeframe it takes a complete application to be processed and a license or evaluation issued to an applicant. **Completion Date: September 30, 2014.**

INITIATIVE 2.3: Pilot the Educator Preparation Program Profile.
A requirement of the RTTT grant is to create an educator preparation program profile. OSSE conducted a pilot for the program completer and employer surveys in the spring of 2013. In FY14, OSSE plans to use this data as part of the pilot year for all of the profiles. OSSE is scheduled to publish the scorecards officially in FY15. This will be a valuable resource for how to assess the quality of preparation incoming educators receive. **Completion Date: July 31, 2014.**

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

14

OBJECTIVE 3: Ensure LEAs have the resources to support and sustain school improvement for all schools.

INITIATIVE 3.1: Develop a high-quality differentiated system of support and interventions for schools based on their school improvement classifications.
OSSE will develop a system of supports and interventions that are meaningful to schools based on each school's individual needs and goals. This menu of intervention and support will be based on the ESEA flexibility waiver and will be developed through meaningful consultation with DC Public Schools, the Public Charter School Board, and charter LEA leaders. This differentiated system of support will replace the former No Child Left Behind schedule of corrective actions. **Completion Date: March 30, 2014.**

INITIATIVE 3.2: Develop a sustainability plan to ensure priority reforms are sustained beyond the life of the federal RTTT.
The District of Columbia faces a new challenge: sustaining the gains made, and the reforms that are producing gains, beyond the life of the RTTT grant, which concludes at the end of FY14. As we enter the final year of this five-year $75M investment, OSSE will work with stakeholders to construct plans for sustaining many reforms that are currently federally funded. The plan may include the following strategies: aligning human capital resources, improving partnerships with external stakeholders, and cultivating systems and processes that drive decision-making. **Completion Date: June 30, 2014.**

INITIATIVE 3.3: Monitor and support the implementation of rigorous school interventions in the persistently lowest-achieving schools identified by the ESEA accountability system.
OSSE identified at least 54 schools that needed to implement rigorous interventions that are tailored to school and student needs. OSSE will continue monitoring and supporting these interventions to ensure the schools follow the intervention plans with fidelity. Through the differentiated system of support and interventions, OSSE will provide additional support to these schools to ensure that they have the resources and support to meet annual measurable objectives. **Completion Date: September 30, 2014.**

OBJECTIVE 4: Expand the number of high quality public charter schools available to students.

INITIATIVE 4.1: Provide planning and implementation funding opportunities to new public charter schools to ensure high-quality public charter schools have access to affordable facilities suitable for learning.
Through Scholarships for Opportunity and Results (SOAR) Act funding, a flexible approach to funding will enable new and existing charter schools to address the academic improvement needs specific to their school through improvement plans in alignment with the ESEA flexibility waiver, increasing the quality of charter schools across the sector

and creating administrative efficiencies. This funding will also be used to increase the available funding for public facilities (former DCPS schools) and replication of proven, existing high-quality public charter schools in the District, thereby increasing the number of available seats. **Completion Date: July 31, 2014.**

OBJECTIVE 5: Increase participation in the child nutrition programs so that participants are fed and ready to learn.

INITIATIVE 5.1: Implement program requirements related to all aspects of free and reduced price meal policies.
In FY14, OSSE will implement support strategies to over 100 public, public charter and non-public school sites by assisting them in increasing participation in the National School Lunch and School Breakfast and After-School Snack Programs compared to FY13. Schools utilizing the USDA Community Eligibility Option will increase participation from 123 school sites in FY13 to 148 school sites in FY14 to ensure meal access to all children in the District of Columbia**. Completion Date: June 1, 2014**.

INITIATIVE 5.2: Increase participation in child and adult care food programs (CACFP).
OSSE will use the current District child care licensed facilities roster to reach potential non-participating early child care center facilities by mailing outreach letters, following up with phone calls and providing information on Federal meal reimbursement revenue that can be obtained by partnering with OSSE in the CACFP. OSSE will also work with partners to increase the number of sponsors and children participating in at-risk child and youth centers to maximize the Federal funding by providing opportunities to attend outreach forums. **Completion Date: September 30, 2014**.

INITIATIVE 5.3: Increase participation in the DC free summer meals program.
OSSE will continue to collaborate with District government agencies and community based organizations to prompt the USDA free summer meals program to increase sponsors, sites and participation. In FY14, OSSE will begin partnerships with community based organizations in early January to begin strategic outreach marketing, to increase the number of sites and sponsors from FY13 and to increase the number of sites that are open on weekends. Outreach materials will be updated and will be widely distributed throughout the city and in partnership with District government agencies and the Mayor's OneCity Youth Initiative. **Completion Date: August 30, 2014.**

INITIATIVE 5.4: Provide support for nutrition integrity and enhance technical business reviews.
In FY14, OSSE will provide a formalized quarterly training program in partnership with the School Nutrition Association and the National Food Service Management at least four times per year. OSSE will ensure that institutions are provided with core concepts to encourage them to purchase more local and healthy foods, staff development and program evaluation. **Completion Date: September 30, 2014.**

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

16

INITIATIVE 5.5: Provide best practice strategies (training, communication, outreach) on subject matters that consists of physical activity and school garden programs (Sustainable DC Plan Food Action 1.4).
OSSE will make grants available through a competitive process to all public schools, public charter schools and other organizations to support physical activity and school gardens. The grants will be made available by successful implementation of technology system enhancements, beginning with the new Enterprise Grants Management System through training and ongoing system refinement. OSSE will also prepare an annual report as required by the DC Healthy Schools Act. **Completion Date: September 30, 2014**.

INITIATIVE 5.6: Install and maintain school gardens (Sustainable DC Plan Food Action 1.3).
In FY14, OSSE will work with schools to install and maintain educational gardens at 50% of the DC public schools. OSSE will ensure that gardens have maintenance programs and educational curricula for each new or existing installation. **Completion Date: September 30, 2014.**

INITIATIVE 5.7: Assist schools in receiving certification as U.S. Department of Education Green Ribbon Schools.
In FY14, OSSE will continue a working group comprised of multiple DC agencies and organizations to promote the Green Ribbon Schools Program. The Green Ribbon School Award is given by the US Department of Education to recognize schools that save energy, reduce costs, feature environmentally sustainable learning spaces, protect health, foster wellness and offer environmental education to boost academic achievement and community engagement. OSSE will assist schools through the application process and nominate schools to the US Department of Education. Completion Date: June 30, 2014

OBJECTIVE 6: Ensure that schools are following the health education and physical education standards and requirements of the DC Healthy Schools Act as healthy, physically active students are ready to learn.

INITIATIVE 6.1: Review and evaluate School Health Profiles Performance.
In FY14, OSSE will work with all public schools and public charter schools to complete the annual online school health profile survey as required by the DC Healthy Schools Act by producing a monthly electronic update to schools. In addition, OSSE will work with educational campuses, middle and high public and public charter schools to complete the biennial CDC School Health Profiles that assesses school health policies and practices to illustrate the current state of physical and health education requirements, school health policies and family/community involvement in school health programs compared to FY13. **Completion Date: September 30, 2014**.
`
INITIATIVE 6.2: School health improvements and technical assistance.
In FY14, the OSSE will conduct a health needs assessment with at least 15 schools and deliver technical assistance for identifying and addressing health education gaps related to sexual health and physical education. The results of the assessment can help schools select or develop appropriate and effective health education curricula, strengthen the

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

17

delivery of health education, and improve the ability of health educators to influence healthy behaviors and healthy outcomes among school-age youth. **Completion Date: September 30, 2014.**

INITIATIVE 6.3: Tailored professional development trainings and/or workshops in selected health topics and curricula.
OSSE will create at least five online or in-person professional development trainings and/or workshops in selected health topics and how schools can select and implement appropriate sexual 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 a health education curriculum and provide sound and defensible justification for curriculum decisions to parents and others interested in health education. **Completion Date: September 30, 2014**.

INITIATIVE 6.4: Engage external partners and leverage health education resources.
OSSE will engage at least seven local education agencies, community-based organizations, government agencies, and/or national public health organizations in planning school-based sexual health and physical education programming and leverage resources and activities of partners to provide materials to at least 15 schools. **Completion Date: September 30, 2014.**

OBJECTIVE 7: Enhance the District-wide athletic department that provides oversight and policy guidance to public, public charter and independent/private schools who wish to compete for "Statewide" athletic championships as one method of expanding pathways to college and careers.

INITIATIVE 7.1: Join National Federation High School (NFHS) Network.
The NFHS and its member state high school associations are partnering with PlayOn! Sports to launch the NFHS Network, an independent corporation with the purpose of developing and managing a national aggregated high school sports network comprised initially of online video and television products. The national platform provides a means to foster the values of participation in high school programs and builds support for that participation. This exposure will provide DC student-athletes access to college coaches who may be interested in recruiting DC students to play college sports. OSSE will work with the Office of the Attorney General and the Office of the Chief Financial Officer to gain the necessary approvals to join the Network. **Completion Date: September 30, 2014.**

INITIATIVE 7.2: Expand the District-wide athletic competition for students from across LEAs/schools that include multiple sports, ages, and genders.
In FY13, OSSE conducted 13 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), softball (girls) and baseball (boys). In FY14, there will be 15 statewide athletic championships to include

two more competitions for girls: volleyball and cheerleading. These competitions will tie together leagues within some local educational agencies and will offer another pathway to college and careers for students, given both the opportunity for a small number to pursue an athletic career and the opportunity for others to learn lessons that will help prepare them in other ways for college and careers. **Completion Date: June 30, 2014.**

INITIATIVE 7.3: Conduct coaches clinics.
OSSE will provide skill enhancement clinics for football, soccer, volleyball, softball and baseball for the 2013-14 academic year. Experts who have extensive coaching experience in the sports identified above will conduct one day skill enhancement clinics for District of Columbia coaches. The purpose of the clinics is to teach coaches sports skills that will help to enhance the performance of their student-athletes. **Completion Date: September 30, 2014.**

INITIATIVE 7.4: Establish an online payment platform.
OSSE will develop a technology platform that will be accessible via the OSSE Athletic website to allow individuals who wish to officiate an interscholastic sport in the District of Columbia a means by which to register and pay a registration fee online. This system will allow OSSE to catalogue sport specific officials and will provide an electronic payment method therefore reducing the need to process paper checks/payments. The system will also provide a means by which individuals can purchase OSSE athletic paraphernalia. **Completion Date: September 30, 2014**

KEY PERFORMANCE INDICATORS – Office of Elementary and Secondary Education

Measure	FY 2012 Actual	FY 2013 Target	FY 2013 Actual[10]	FY 2014 Projection	FY 2015 Projection	FY 2016 Projection
Percent of under-performing schools that show overall growth in academic achievement.	44%	60%	100%	80%	90%	100%
Average number of days taken to complete reviews of educator licensure applications	27	25	44	25	20	15
Percent of LEAs (RTTT & nonRTTT) implementing teacher and leader evaluation systems to determine effectiveness	53%	85%	100%	95%	95%	95%
Number of charter schools receiving federal planning and implementation funding	3	5	1	4	4	4

---

[10] Data is accurate as of the third quarter of 2013.

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

19

Measure	FY 2012 Actual	FY 2013 Target	FY 2013 Actual[10]	FY 2014 Projection	FY 2015 Projection	FY 2016 Projection
Rate of public charter school's timely interest and principal repayments	93%	95%	96%	95%	95%	95%
Percent of students participating in the school lunch program	58%	60%	61%	61%	62%	63%
Percent of students participating in the school breakfast program	41%	42%	42%	43%	44%	45%
LEAs participating in the breakfast and lunch programs	62	65	63	66	65	66
Percent of children eligible for free or reduced priced meals	72%	71%	76%	75%	74%	73%
Percent of low income students participating in the Summer Food Program	74%	76%	76%	78%	80%	81%
Child &Adult Care Food Program (CACFP) daily average participants	5,501	5,600	7871	5,650	5,700	5,800
Number of schools with school gardens	80	85	93	90	95	95
Number of Green Ribbon schools	2	2	3	2	3	3
Percent of schools completing school health profile	96%	96%	97%	97%	98%	98%
Grades K-5 average minutes of physical education per week	60	75	66	100	150	150
Grades 6-8 average minutes of physical education per week	106	150	100	175	225	225
Grades K-5 average minutes of health education per week	31	55	31	65	75	75
Grades 6-8 average minutes of health education per week	48	65	45	70	75	75
Percent of schools completing DC CAS Health	100%	100%	96%	96%	96%	96%
Number of statewide athletic sports competitions	1	12	13	14	16	18

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

20

Post-Secondary Education and Workforce Readiness

SUMMARY OF SERVICES
The Post-Secondary Education and Workforce Readiness, commonly referred to as the Division of Postsecondary and Career Education, creates opportunities for District residents to attend postsecondary education institutions from certification through a college degree for a successful career path, as well as, assists residents in obtaining adult literacy proficiency, acquiring a GED or similar secondary diploma.

OBJECTIVE 1: 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: Provide current and consistent information for postsecondary education planning.**
> In FY14, as part of the One City Action Plan 2.3.9, the Higher Education Financial Services (HEFS) staff will distribute comprehensive print collateral on the DCTAG program to all DCPS and DCPCS high schools to inform students about the college access program. In addition, HEFS will produce and distribute a short DCTAG informational video that DC students and parents can access online and on mobile devices. HEFS will also begin developing a DCTAG mobile application (app) to help DCTAG students track their status in the program. **Completion Date: September 30, 2014.**
>
> **INITIATIVE 1.2: Provide training for college access professionals.**
> In FY13, as part of the One City Action Plan 2.3.9, HEFS gathered information through a comprehensive District-wide high school needs assessment. Based on this needs assessment, in FY14 and as part of the continuing efforts under the One City Action Plan 2.3.9, HEFS will provide training to education professionals through the Counselor Professional Development Program. HEFS will conduct 10-15 professional development workshops/panels for DCPS and charter school counseling and education staff devoted, but not limited to, the following topics: college admissions trends, managing the application process, improving college access and success for students with special needs, improving college match and fit, career programs for District students, and standardized test preparation. **Completion Date: September 30, 2014.**
>
> **INITIATIVE 1.3: Increase the ability of Career and Technical Education (CTE) teachers to address student reading and math skills through targeted professional development.**
> The CTE Office will provide Local Education Agencies (LEAs) with four targeted reading and mathematics professional development workshops for teachers in DC Public Schools and DC Public Charter schools. Workshop topics will include Common Core State Standards (CSSS), reaching and math skill intervention, and instructional strategies. This professional development is provided to better align CTE courses with the CSSS that OSSE adopted. As a result of this professional development, CTE teachers will be equipped with strategies to help improve student reading and math skills. **Completion Date: September 30, 2014**

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

21

INITIATIVE 1.4: Strengthen career and technical education programs through monitoring and technical assistance aligned with the CTE quality indicators. In FY14, as a result of its funding priorities, the Career and Technical Education (CTE) Office will ensure that Perkin's funded programs of study are aligned with the CTE Strategic Plan. The CTE Office will also realign its monitoring tool to align it with the quality indicators in the CTE Strategic Plan. The CTE Office will assure that 100% of CTE programs that are scheduled for monitoring receive a compliance visit. The CTE Office will use the new instrument and provide technical assistance to 100% of programs not meeting the quality indicators. **Completion Date: September 30, 2014.**

INITIATIVE 1.5: Establish IT Academies at high schools to increase students' digital literacy and to better prepare them for college and/or careers.
The Career and Technical Education (CTE) office will provide 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. Working with Microsoft-licensed contractors to provide technical assistance and professional development, OSSE will expand the program from ten high schools offering the Academy in academic year 2012-2013 to at least twenty high schools offering the Academy during the 2013 – 2014 academic year. **Completion Date: July 31, 2014**

INITIATIVE 1.6: Work collaboratively with stakeholders to increase student access to college and career preparation opportunities outside of school.
OSSE will develop 2 new partnerships with stakeholders to identify new populations of students who can access dual enrollment opportunities. These partnerships will include non-traditional populations, such as GED-learners and high-school level career program participants. In addition, OSSE will propose a new program, via a partnership with the Consortium of Universities, that strengthen the connection between dual enrollment coursework and career paths. Specifically, this program will award dual credit and provide college-level academics in specific priority disciplines. OSSE will serve 200 students in FY14, thus increasing the number of students taking college level classes for credit on District of Columbia college campuses. **Completion Date: September 30, 2014**.

INITIATIVE 1.7: Implement a city-wide strategic plan for Career and Technical Education (CTE) programs administered by secondary and postsecondary institutions receiving federal or local CTE funding.
In FY13, the Postsecondary and Career Education Team provided guidance, technical assistance and support to the CTE Task Force in the development of a CTE Strategic Plan. In FY14, the Postsecondary and Career Education Team will begin implementation of key aspects of the Plan through the administration of the CTE Innovation Fund. The CTE Innovation Fund will develop nine career academies in District high schools, distribute $100,000 to fund testing costs for students taking certification exams, and disperse $500,000 to the UDC-Community College to improve its CTE programming. **Completion Date: August 31, 2014.**

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

22

INITIATIVE 1.8: Increase college awareness initiatives.
The Higher Education Financial Services (HEFS) office will expand support for early college and career readiness into the middle grades (6-8) and early high school. HEFS will conduct comprehensive needs assessment interviews with principals, administrators, and school counselors at 35 DCPS and Charter middle schools. The results of the needs assessment will guide the implementation in the spring of 2014 for programming around early college and career awareness in a targeted group of middle schools and professional development for educators across the District. **Completion Date: September 30, 2014.**

INITIATIVE 1.9: Support organizations that offer DC students resources to obtain a college degree or industry recognized credential.
The Higher Education Financial Services (HEFS) office will manage Raise DC's postsecondary change network, The College and Credential Completion Network (C3N), to provide resources to District organizations that empower students to obtain a college degree or postsecondary credential. C3N will hold 12 monthly roundtable meetings devoted, but not limited to, the following topics: improving college retention, changes to the financial aid process, developing 21st century skills, connecting district students to viable career pathways, and improving college awareness for middle and high school students. These roundtables will increase intra-network linkages, promote the sharing of network member resources, and improve cognizance of key college and career education success issues. Additionally, HEFS staff will manage C3N's Data Sharing Initiative, in which college access programs (CAPs) share student level data in order to uncover gaps and overlaps in college access services across the District. **Completion Date: September 30, 2014.**

OBJECTIVE 2:   Increase the DC TAG graduation rate.

INITIATIVE 2.1: Expand mentor based retention program at selected institutions.
The Higher Education Financial Services (HEFS) office will expand its mentor based retention program at selected higher education institutions with high numbers of DCTAG students but low graduation rates and/or retention rates. In FY14, HEFS will expand the program from three institutions (Delaware St., Morgan St. and NC A&T) to five institutions (adding Bowie St. and Norfolk St.) and use existing DCTAG juniors and seniors the colleges as mentors to help prepare incoming freshmen for college life and then closely track them to identify signs of trouble, trends and other data points to be used for retention. **Completion Date: September 30, 2014**.

INITIATIVE 2.2: Provide pre-college experience for students.
The Higher Education Financial Services (HEFS) office will continue and expand a pre-college program for high school students (the OSSE Scholars program) in order to increase the number of students participating from 45 to 60. This program will link high achieving, low-income high school students with summer academic programs at competitive Tier I colleges and universities around the country. In addition, HEFS is adding other college-access services for the students including SAT Preparation and college choice guidance in order for students to select the school that best meets their

needs while maximizing the amount of tuition assistance they receive. **Completion Date: September 30, 2014.**

OBJECTIVE 3:   Provide adult literacy, occupational literacy, postsecondary education training and digital literacy services to the residents of the District of Columbia.

INITIATIVE 3.1: Collaborate with other governmental agencies to increase literacy services.
The Adult and Family Education unit will implement a Memorandum of Understanding between OSSE, the Department of Employment Services (DOES) and the Department of Human Services (DHS) to offer assessment and screening, adult literacy, occupational literacy, postsecondary education, training and/or digital literacy services to 1,350 DOES and DHS clients. **Completion Date: September 30, 2014**

INITIATIVE 3.2: Provide accelerated learning opportunities to District residents with low literacy skills.
The Adult and Family Education unit will offer accelerated learning opportunities to 200 DC residents reading at the intermediate/grades 6 to 8 and secondary/grades 9-12 to help them increase their literacy skills, successfully complete a GED or National External Diploma Program, and/or enter a postsecondary education or training program that will prepare them for employment in a high wage/high demand field. Strategies include one-on-one tutoring, computer-based instruction and individualized coaching. **Completion Date: September 30, 2014.**

INITIATIVE 3:3: Provide information about literacy services to disconnected youth.
The Adult and Family Education unit will collaborate with the OSSE Statewide Longitudinal Education Data System (SLED), Deputy Mayor for Education, Department of Employment Services, Department of Youth Rehabilitation Services and other organizations to offer quarterly information sessions on educational options for DC residents to 100 disconnected youth to re-engage them in educational services. **Completion Date: September 30, 2014**.

OBJECTIVE 4:   Ensure educational excellence and consumer protection through the Higher Education Licensure Commission.

INITIATIVE 4.1: Update the Higher Education Licensure Commission's (HELC) regulations to reflect postsecondary industry best practices and to improve quality assurance.
In FY13, the HELC updated legislation related to the regulation of distance learning programs. In FY14, the HELC will update regulations for non-degree granting institutions and codify HELC operating procedures. Updating the regulations and codifying operating procedures will clarify the standards used to evaluate institutions and standardize the Commission's procedures. This work will eliminate unnecessary ambiguity in the Commission's work. **Completion Date: June 30, 2014**

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

24

INITATIVE 4.2: Support the development of the OSSE Enterprise-wide Licensing and Case Management System.
The HELC staff will work with OSSE-IT and external consultants to support the second phase in the development of the ELC Electronic Licensing System. The second phase solution will involve user acceptance testing (UAT) and implementation of the online application. The online application will facilitate the development of an ELC database, which will be inclusive of institutional data useful for public inquiries. **Completion Date: September 30, 2014.**

KEY PERFORMANCE INDICATORS – Post-Secondary Education and Workforce Readiness

Measure	FY 2012 Actual	FY 2013 Target	FY 2013 Actual	FY 2014 Projection	FY 2015 Projection	FY 2016 Projection
Percent of public high school graduates enrolling in higher education institutions within six months of graduation with DCTAG	27%	27%	ODM provides graduate. number; ODM calculates	28%	29%	30%
The number of students who complete two or more courses as part of a CTE sequence of courses	7,215	7000[11]	7,709	7,700	8,000	8,500
Percent of CTE programs that are scheduled for monitoring that receive a compliance visit	NA	NA	NA	100%	100%	100%
Number of high schools offering the IT Academy	1	10	10	15	20	22
Number of students gaining certification.	22	150	200	200	250	300
Number of Latino students completing an OSSE funded college readiness and awareness program.	NA	300	300	400	500	550
Number of 7th and 8th graders in Wards 7&8 completing an OSSE-funded college readiness & awareness program.	NA	730	599	625	650	675
Percent of youth who attain a college degree or industry-recognized license/certification (One City action Plan Action 2.3.9 and Indicator 2E)	NA	23%	NA	25%	27%	29%
Percent of public high school seniors who complete a DCTAG application by June 30	51%	52%	ODM provides graduate. number; ODM calculates	52%	52%	52%

---

[11] Change due to more accurate data collection

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

25

Measure	FY 2012 Actual	FY 2013 Target	FY 2013 Actual	FY 2014 Projection	FY 2015 Projection	FY 2016 Projection
Number of DCTAG students enrolled in college	5,158	5,200	5,258	5,258	5,258	5,258
Number of postsecondary institutions with DCTAG applicants	299	280	299	300	300	300
Percent of public high school graduates enrolling in higher education institutions, with DCTAG, within one year of graduation	48%	50%	ODM provides graduate. number; ODM calculates	51%	52%	53%
Percentage of DCTAG students enrolled in college within one year of high school. graduation, with DCTAG, that continue to second year (retention rate)	65%	75%	62%	63%	64%	65%
Percent of public high school graduates enrolling in higher education institutions, with DCTAG, within two years of high school graduation	55%	59%	ODM provides graduate. number; ODM calculates	59%	61%	63%
Number of students participating in an OSSE mentor program at institutions of higher learning.	NA	150	150	200	250	250
Number of adult learners served annually in OSSE-funded literacy programs completing a valid pre-test and 12+ hours of instruction	3,404	3,500	3,355	3,467	3,640	3,800
Percent of enrolled adult learners who complete an educational literacy level	25%	30%	34%[12]	33%	35%	40%
Number of students attending OSSE college prep summer bridge (BR)/boot camp (BC) programs or high achievers (HA) programs	1,597	1,600	1,334	1,467	1,614	1,776
Number of adults who receive a GED	569	621	660	550[13]	575	600
Number of government/private/community-based partnerships within Adult and Family Education	22	23	23	24	25	26

[12] Reflects adjusted percent reported to U.S. Department of Education as of Federal YE (June 30th)
[13] A drop is expected due to: 1) new test 2) fee increase from $50 to $120. 3) test will be computer-based not paper-based.

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

26

Measure	FY 2012 Actual	FY 2013 Target	FY 2013 Actual	FY 2014 Projection	FY 2015 Projection	FY 2016 Projection
Percentage of Education Licensure applications processed and presented to the Education Licensure Commission within 60 days of receipt	99%	99%	100%	100%	100%	100%
Percent of new completed applications processed on time	84%	95%	100%	95%	95%	95%
Percentage of post-secondary institutions monitored annually	73%	78%	36%	83%	88%	88%
Percentage of grant funds reimbursed to sub-grantees within 30 days	95%	95%	95%	95%	95%	95%

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

27

Office of Special Education

SUMMARY OF SERVICES
The Office of Special Education, commonly referred to as the Division of Specialized Education, is responsible for ensuring the delivery of timely, legally compliant, and high-quality services to children with disabilities from birth through age 21 who resides in the District of Columbia. The Division ensures Local Education Agency (LEA) compliance with Part B of the Individuals with Disabilities Education Act (IDEA) and serves as the lead agency for implementation of Part C of the IDEA, the Early Intervention Program for Infants and Toddlers with Disabilities. As such, this division oversees the development and promulgation of state policy governing special education; monitors LEAs, nonpublic, and early intervention providers to ensure their compliance with the law; monitors the allocation and administration of IDEA grant funds to LEAs; provides training and technical assistance to LEAs and providers; and investigates and helps resolve District complaints relating to special education.

OBJECTIVE 1: 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 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 FY 14 Key Performance Indicators and inform performance improvement planning. **Completion Date: September 30, 2014**.

> **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, 2014.**

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

> **INITIATIVE 2.1: DSE Reports Framework.** DSE will launch the Special Education Reports Framework, designed to provide LEAs with ways to access key special education data to support compliance and continuous improvement. **Completion Date: September 30, 2014.**

> **INITIATIVE 2.2: DSE Cross- functional LEA Inquiry Teams.** DSE will launch data-driven inquiry teams tasked with regularly reviewing performance data to inform targeted intervention planning and delivery. **Completion Date: September 30, 2014**.

> **INITIATIVE 2.3: DSE Nonpublic Program Profiles**. DSE will publish nonpublic program profiles which will provide stakeholders with key program information to

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

28

inform decision-making regarding all nonpublic programs approved to serve DC students. **Completion Date: September 30, 2014.**

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 Training and Technical Assistance. In FY 13, DSE successfully maintained a secondary transition "Community of Practice" (CoP) to support accelerated reform related to secondary transition planning. In FY 14, DSE will launch Communities of Practice (COPs) to support OSSE's work in Common Core implementation and effective behavior support, to ensure targeted intervention planning and best practice dissemination for students with disabilities. **Completion Date: September 30, 2014.**

INITIATIVE 3.2: Special Education Focused Monitoring. In FY 13, DSE successfully implemented a robust system of compliance monitoring. In FY14, DSE will launch a focused monitoring secondary transition pilot, to further inform LEA and school practices in secondary transition compliance. Results from this pilot will be used to inform ongoing focused monitoring conducted by DSE in FY 14 and beyond. **Completion Date: September 30, 2014.**

INITIATIVE 3.3: Expansion of Medicaid Claiming. In FY13, DSE successfully initiated Medicaid transportation claiming. In FY14, 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. **Completion Date; September 30, 2014.**

KEY PERFORMANCE INDICATORS *Specialized Education*

Measure	FY 2012 Actual	FY2013 Target	FY 2013 Actual	FY 2014 Target	FY 2015 Projection	FY 2016 Projection
Objective 1						
Percent of DSE initiatives on track to meet quarterly targets on DSE scorecard.	N/A	N/A	N/A	95%	95%	95%
Percent of stakeholders (LEA and parents/community) satisfied with DSE's performance.	N/A	N/A	N/A	95%	95%	95%

Office of the State Superintendent of Education   *FY 2014 Performance Plan*
Government of the District of Columbia   *Published: February 2014*

29

Measure	FY 2012 Actual	FY2013 Target	FY 2013 Actual	FY 2014 Target	FY 2015 Projection	FY 2016 Projection
Objective 2						
Percent of students who receive initial evaluations within 120 calendar days (Q)	72%	95%	89%	95%	95%	95%
Percent of student records reviewed that are in compliance with secondary transition requirements (Q)	28%	95%	TBD	95%	95%	95%
Percent of children who are appropriately transitioned from Part C to Part B by age 3 (Q)	62%	95%	89%	95%	95%	95%
Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements (Q)	28%	20%	20%	15%	10%	8%
Percent of timely completion of State complaint investigations	100%	100%	100%	100%	100%	100%
Objective 3						
Amount of Medicaid reimbursements collected (Q).	N/A	N/A	TBD	$2,000,000	$2,500,000	$3,000,000
Percent of trainings (LEA and parent) rated as effective by participants (Q)	96%	95%	TBD	95%	95%	95%