



Office of the State Superintendent of Education

OSSE (GDO)

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.

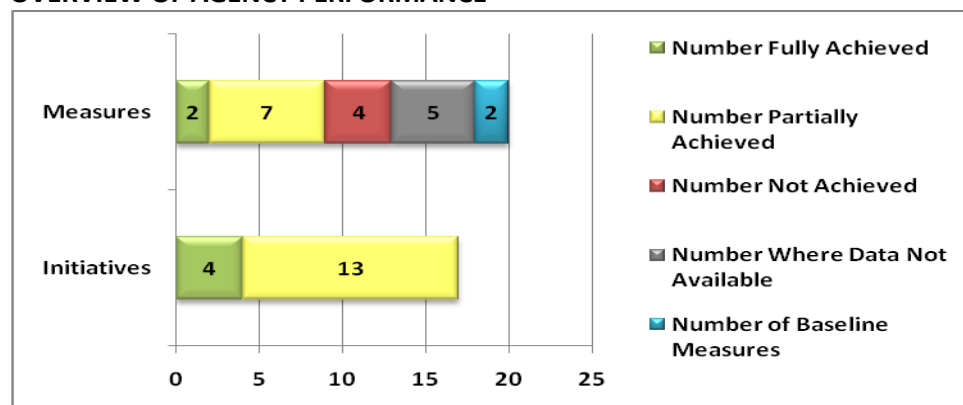
AGENCY OBJECTIVES

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.
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.
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.
4. All District of Columbia children will be prepared for school.
5. All District of Columbia students will receive an excellent education that prepares them for success in college, careers and life.
6. All District of Columbia residents will be successful in the 21st century economy.

ACCOMPLISHMENTS

- ✓ Implemented a revised highly qualified teacher (HQT) definition aligned with No Child Left Behind which will expand options for teachers to meet highly qualified requirements.
- ✓ Higher Education Financial Services team (HEFS) decreased the time to process the OneApp from 60 days to 1 day (10 minutes) by implementing a new on the spot processing method.
- ✓ Special Education Division issued more than ten new policies and regulations to set expectations and to guide improved service delivery to DC's students with special needs.

OVERVIEW OF AGENCY PERFORMANCE



Performance Initiatives – Assessment Details

Performance Assessment Key:

Fully achieved
 Partially achieved
 Not achieved
 Data not reported

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.

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

OSSE has designed and implemented the Special Education Data System (SEDS) to replace prior, insufficient data systems in the District. Implementation of the new SEDS system has improved the reliability of the IEP process and the accuracy of special education data available to local schools and other stakeholders. As is common with initial implementation of new data systems, OSSE has needed to make refinements to the initial design of the system based on feedback from users. A comprehensive set of improvements was made available to users in September, 2009. Training on these enhancements, or Core Module Improvements, was provided to LEAs from August through October, 2009, and training for nonpublic school staff will begin in January, 2010. OSSE will continue to make system adjustments, and provide related trainings, as needs are identified.

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.

OSSE, OGC and DOT continue efforts to implement a delegation of authority from the Court Appointed Transportation Administrator (TA) to the new Director, Division of Transportation. The delegation, currently with the TA for approval, would provide the Director with responsibility for day-to-day operations of all facets of the Division of Transportation.

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.

OSSE has worked closely with U.S. Department of Education Office of Special Education Programs (OSEP) technical assistance providers for assistance in the OSSE's development and implementation of a Continuous Improvement Focused Monitoring System (CIFMS), including the following elements: - Training of all LEAs in the new state framework - Development of a set of LEA monitoring protocols, including an LEA self-assessment and focused monitoring tools - Individualized LEA coaching sessions on utilization of the self-assessment tool - Execution of focused monitoring of 10 LEAs - Development of a monitoring rubric for nonpublic schools - Execution of monitoring of all Residential Treatment Centers (RTCs) with Certificates of Approval (COAs) or pending COA applications which have publicly placed DC students - Development of a quickbase application to track findings of LEA noncompliance and their



resolution - Development of a robust subgrantee application that requires assurances from the LEA that they will comport with all applicable IDEA requirements OSSE is continuing to refine the Continuous Improvement Monitoring System in the 09-10 year.

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.

- OSSE's technical support to LEAs has consisted of a three-pronged approach including: 1) robust special education policy development and issuance, 2) training and coaching related to special education program compliance and data collection, and 3) training and technical assistance that support high quality instructional practices in the classroom.

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.

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.

- OSSE has begun compiling data elements and data definitions necessary for ED Facts reporting, has developed an interim data collection tool for these elements, and will develop a strategy to collect, maintain, manage, and report on these data.

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

- LEAs followed a process in which applications were completed in two phases. Phase I applications included assurances; Phase II application included program plans. The Consolidated Application for ESEA formula grants eliminated barriers to consolidation of funds. A reimbursement process was implemented in fall 2008 and a new Payment Tracking System was implemented in April 2009 to monitor reimbursement status.

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

- A sample of LEAs were monitored on-site using a standard monitoring tool and later received an official monitoring report from the agency. Where the monitoring report included findings of non-compliance, the LEA was required to submit a Corrective Action Plan detailing how it would resolve those findings. In addition to online technical assistance sessions held for various requirements throughout the year, a four-day on-site conference was held in September 2009 to provide technical assistance to LEAs related to compliance with federal grant program requirements to prepare them for future monitoring.

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.

- **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.

Despite challenges with the USI functionality, LEAs were able to use the USI assignment component of the Statewide Longitudinal Education Data system on April 6. Between April 6, 2009, and early summer 2009, 57995 USIs were assigned, covering about 80 percent of students enrolled in public schools in the District of Columbia in the 2008-2009 school year.

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.

- In 2009, OSSE designed new school reports cards to enhance access to and understanding of student assessment data. In spring 2009, the school report card templates were approved by the State Board of Education. OSSE will deploy the new school report cards in 2010 and provide training to teachers and schools leaders on how to interpret and utilize the student data.

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.

- Child care and Pre-k programs are required to align their curricula with the District of Columbia Infant and Pre-kindergarten Early Learning Standards, which were passed by the State Board of Education in December 2008. Chapter 3 of Title 29 of the District of Columbia Municipal Regulations (DCMR) which establishes licensing requirements for Child Care Development Facilities has been updated/revised and are currently pending approval by the City Administrator, after which point they will be released for public comment. ECE has created and began implementation of a comprehensive professional development system (DCPROS) and released an RFA for an Early Childhood Higher Education Scholarship Program. ECE is currently in the process of creating a new data and grant management system. A number of studies have also been completed to provide a detailed description of need and quality of early childhood services. This includes a Risk & Reach Analysis, Market Rate Survey, and Child Care Profiles.

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.

- ECE has established high-quality program requirements for Pre-k and is in the process of writing comprehensive Pre-k regulations that will create a uniform standard for high-quality Pre-k services across all sectors providing publicly funded Pre-k. Pre-k services have been expanded throughout the district and ECE is establishing a coordinated monitoring protocol that will operate across all sectors. ECE has completed a baseline capacity audit, a baseline quality audit, as well as other studies to determine the accessibility, availability, and quality of Pre-k services.

OBJECTIVE 5: ALL DISTRICT OF COLUMBIA STUDENTS WILL RECEIVE AN EXCELLENT EDUCATION THAT PREPARES THEM FOR SUCCESS IN COLLEGE, CAREERS AND LIFE.

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

- OSSE completed a number of activities in FY 2009 to ensure students receive an excellent education. OSSE aligned annual statewide assessments to state content standards.



Assessments were administered in April 2009 in all LEAs and test information was disseminated in accordance with federal law. Based on these results, schools and LEAs were assigned new improvement status levels. In June 2009, OSSE established a new contact with the statewide assessment vendor to include an online test item bank for LEAs to access in 2010. Additionally, OSSE provided school improvement grants to LEAs with schools in improvement, under both Section 1003(a) and Section 1003(g) of the Elementary and Secondary Education Act. OSSE provided guidance to LEAs regarding the specific parental involvement and parental notification requirements for schools in improvement, corrective action, or restructuring. To verify compliance, OSSE monitored a sample of LEAs on-site for some of these requirements. Work continues on developing and implementing a statewide system of support for LEAs and schools in improvement, as well as improving the school improvement grants' guidance, applications, and timelines. Finally, in FY 2009 the State Board of Education approved OSSE's World Language and Early Learning standards.

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.

OSSE posted the 2008 parent guides for the learning content standards in early FY09. The guides include all subject areas and are broken down into three grade level groups. Each guide is available in both English and Spanish and may be downloaded from OSSE's website. Also in an effort to improve students' families' access to information, OSSE commissioned the vendor of the statewide assessment to produce new parent-friendly performance level descriptors that provide parents with additional information about their child's score on the annual DC CAS. These new descriptors were provided with the results from the 2009 DC CAS in August 2009.

INITIATIVE 5.3: Educator Quality: Increase the number of effective educators in all public schools in the District of Columbia.

On November 28, 2008, licensure regulations for school administrators were revised to permit applicants from various backgrounds with demonstrated competence in school administration to obtain licensure. In addition, on January 9, 2009, teacher licensure requirements were revised to (1) also permit applicants with demonstrated content mastery to obtain teacher licensure; and (2) permit local education agencies and qualified non-profit organizations to apply to the state to become educator preparation programs that lead to licensure in addition to institutions of higher education.

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

In the spring of 2009, OSSE administered the bi-annual Youth Risk Behavior Survey (YRBS) to 5,000 students in grades 6-12. OSSE is currently awaiting the results of these surveys and will use the information to provide technical assistance to local education agencies (LEAs) on best practices to encourage students to make safe and healthy choices. During FY09, OSSE was unable to initiate LEA monitoring of newly approved state health and physical education standards due to a lack of funding. OSSE is currently working to secure grant funds to conduct a needs assessment to develop a plan to better assess the implementation of state health and physical education standards. Finally in FY09, OSSE began working with the Department of Health (DOH) to gather Body Mass Index (BMI) data for a pilot group of students. OSSE is currently working with DOH to implement this data collection effort.



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.

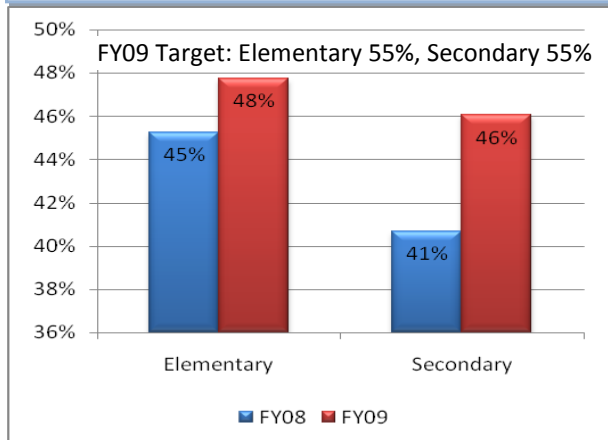
● For SY2009-2010 HEFS streamlined its eligibility process, enabling residents to receive award letters when they submitted all required supporting documents. This process change resulted in a 101% increase in the numbers of eligible students by June 30, 2009 (from 2,595 in 2008 to 5,217 in 2009). HEFS also implemented a targeted outreach to high school seniors and their parents. Awards were made at the high schools which also contributed to the increase.

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

● The DC OSSE Department of Adult and Family Education 1) provided professional development on quality indicators, technical assistance and resources to service providers to improve program performance and learner outcomes; 2) monitored service providers to ensure compliance with federal, local and state standards of performance and reporting requirements; and 3) provided professional development and technical assistance to non-subgrantees and encouraged them to adhere to state standards to improve local program performance and learner outcomes.

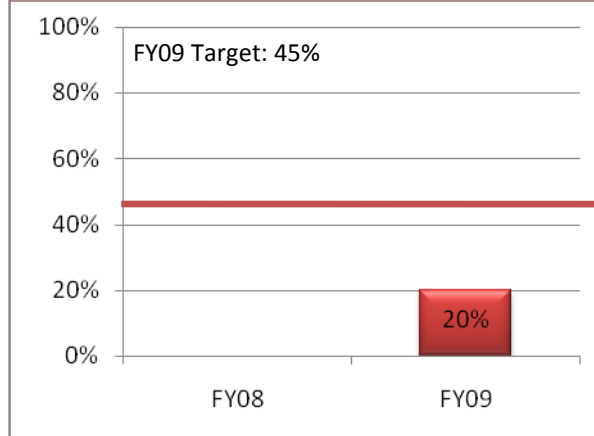
Key Performance Indicators – Highlights

From Objective 2: Percent of elementary and secondary students scoring proficient or above on DC-CAS Math Assessment.



PARTIALLY ACHIEVED

From Objective 1: Percentage of providers meeting national accreditation standards



NOT ACHIEVED

More About These Indicators:

How did the agency's actions affect this indicator?

Provided student-level assessment data and school-level adequate yearly progress (AYP) decisions to schools and LEAs with meaningful information to identify areas of need and to help inform decisions regarding resource allocation, etc. to improve test scores. Our expectation is that teachers provide targeted instruction to students based on the individualized data OSSE provides.

What external factors influenced this indicator?

The city's LEAs were a crucial factor in improving DC-CAS math assessment scores. Schools' use of assessment results to inform instruction and prepare students contributed to significant improvement in FY09. Specific actions by LEAs may have also influenced the FY09 scores. For example, the District of Columbia Public Schools consolidated schools which concentrated resources and may have influenced this indicator in FY09.

How did the agency's actions affect this indicator?

During FY09, OSSE's Early Childhood Education Division (ECE) allocated funding to enhance training and technical assistance opportunities for providers. ECE issued a grant to an organization to improve providers' knowledge and skills to increase the number of providers meeting national accreditation standards.

What external factors influenced this indicator?

As part of the 2007 Pre-K Enhancement and Expansion Act, the childcare licensing function transferred from the Department of Health and Human Services to OSSE in FY09. The transfer consolidated childhood education functions such as licensing, provider training, and service delivery. OSSE was able to develop a comprehensive strategy aligning initiatives and coordinating resources with enhanced professional development for childhood education providers.



Key Performance Indicators – Details

Performance Assessment Key:

● Fully achieved
 ● Partially achieved
 ● Not achieved
 ● Data not reported

	Measure Name	FY2008 YE Actual	FY2009 YE Target	FY2009 YE Actual	FY2009 YE Rating	Budget Program
●	1.1 Percentage of early childcare providers meeting national accreditation standards	0	45	19.87%	44.15%	TEACHING & LEARNING
●	1.2 Percentage of pre-k classrooms deemed exemplary according to the Early Language & Literacy Classroom Observation (ELLCO)	0	77	85.71%	111.32%	TEACHING & LEARNING
●	1.3 Percentage of pre-k classrooms deemed exemplary according to the Early Childhood Environment Ratings Scale-Revised (ECERS-R)	0	77	80.95%	105.13%	TEACHING & LEARNING
●	1.4 Percentage of pre-k classrooms deemed exemplary according to the Classroom Assessment Scoring System (CLASS)	0	77	19.05%	24.74%	TEACHING & LEARNING
●	2.1 Percent of core courses taught by highly qualified teachers (HQTs)	0	100	66.1%		TEACHING & LEARNING
●	2.2 Percent of appropriately licensed teachers (only applies to DCPS)	0	88	83.3	94.66%	TEACHING & LEARNING
●	2.3 Percent of appropriately licensed principal and assistant principals (only applies to DCPS)	0	0	52.8	0%	TEACHING & LEARNING
●	2.4 Percent of students graduating from high school within four years ¹	0	0			TEACHING & LEARNING

¹ Data for FY09 is not available. OSSE is in the process of adopting the National Governors' Association's graduation rate calculation methodology.



●	2.5	Percent of elementary students scoring proficient or above on DC-CAS English Language Arts Assessment	45.25%	60.53	47.75	78.89%	TEACHING & LEARNING
●	2.6	Percent of elementary students scoring proficient or above on DC-CAS Math Assessment	40.49%	55.21	46.05	83.41%	TEACHING & LEARNING
●	2.7	Percent of secondary students scoring proficient or above on DC-CAS Math Assessment	40.69%	55.41	46.42	83.78%	TEACHING & LEARNING
●	2.8	Percent of fourth-grade students scoring at or above proficient on the 2009 NAEP Reading Assessment ²	0	26			TEACHING & LEARNING
●	2.9	Percent of fourth-grade students scoring at or above proficient on the 2009 NAEP Math Assessment	0	25	20	80%	TEACHING & LEARNING
●	2.10	Percent of eighth-grade students scoring at or above proficient on the 2009 NAEP Reading Assessment ³	0	21			TEACHING & LEARNING
●	2.11	Percent of eighth-grade students scoring at or above proficient on the 2009 NAEP Math Assessment	0	17	13	76.47%	TEACHING & LEARNING
●	2.12	Percent of public charter schools making adequate yearly progress	27	39	18	46.15%	TEACHING & LEARNING
●	2.13	Percent of secondary students scoring proficient or above on DC-CAS Reading Assessment	0	60	46.42	77.37%	TEACHING & LEARNING
●	3.1	Percent of adult learners served by the OSSE-funded community-based Adult and Family Education	86.18	85	56.17%		TEACHING & LEARNING

² OSSE is unable to provide data for this indicator as the National Assessment for Educational Progress (NAEP) has yet to release the 2009 Reading Assessment Test Scores.

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	programs who were both pre- and post-tested, and received the requisite minimum 12 hours of instruction who advanced at minimum one functional literacy level					
● 3.2	Number of DC residents issued GED credentials according to the 2008 GED Testing Program Statistical Report as issued by the American Council on Education/GED Testing Service	0	0	3519	0%	TEACHING & LEARNING
● 4.1	Percent of districts wherein children with disabilities are meeting the state's AYP targets	0	38	13.3	35%	TEACHING & LEARNING